

# UBEA

# Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

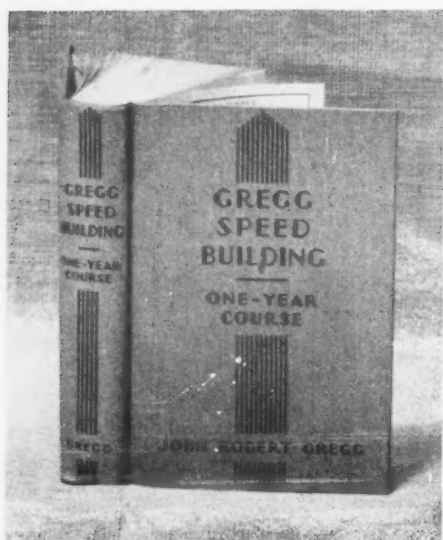
## *In This Issue*

### Distributive Occupations

- BLACKLER
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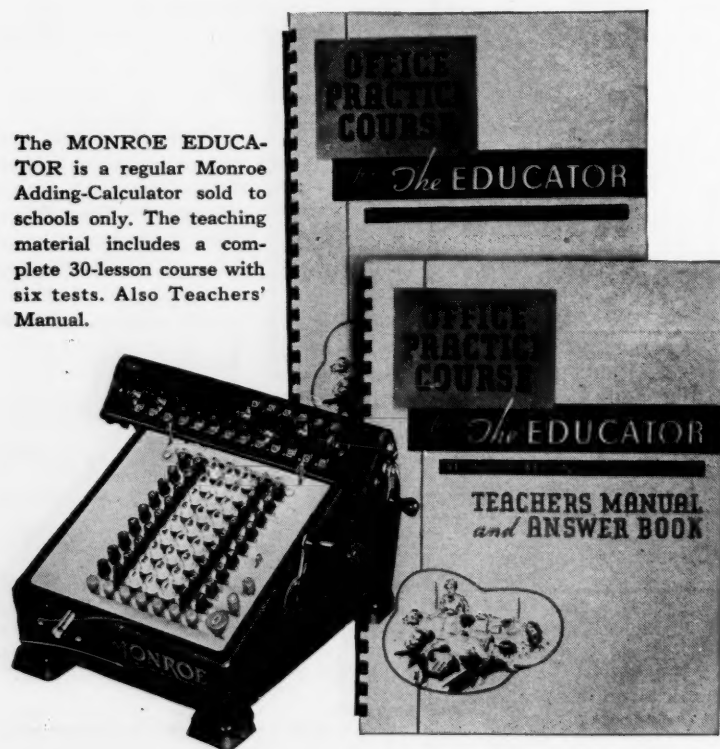
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: UBEA FORUM



The UBEA FORUM is devoting its second issue primarily to the subject of Distributive Occupational Training. This is one of the larger phases of business activity in which literally millions of persons earn their livelihood. Too long have we assumed in both office and retailing phases of education that a person becomes efficient through the classroom only, or on the other hand, through experience only. Somewhere there is the happy medium which includes education of the classroom type and education in terms of experience on the job. Much is being done to popularize cooperative business training in both office and store and the retailing educators have been on their toes in terms of utilizing this type of educational procedure.

Everyone on a new job needs guided experience, and the crossover from full-time schooling to full-time working is made meaningful through cooperative education. Cooperative education includes "work experience," but it is more than just that. It is *meaningful* work experience because the job becomes a part of the school curriculum and through coordinated classroom activity and work experience the classroom enters the business establishment. While cooperative education has been a marked characteristic of good Distributive Occupational Training, it is by no means its only characteristic. In-service training and extension courses at the adult level are merely other well-chosen indications of the dynamic character of this type of business education.

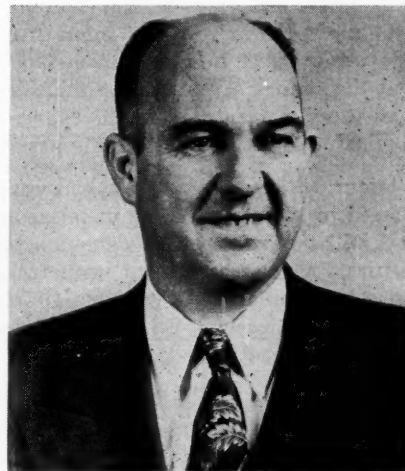
Dr. William R. Blackler of the Bureau of Business Education for the State of California has done a masterful piece of work in selecting and editing manuscripts for this issue. The materials he has chosen give us a very complete overview of the present status of the distributive phase of business education in all of its various applications. Congratulations, Dr. Blackler!

J. FRANK DAME, *Editor*

### WILLIAM R. BLACKLER

*Issue Editor*

William R. Blackler is a member of the staff of the Bureau of Business Education, California State Department of Education, serving as Assistant State Supervisor of Distributive Education. His bachelor's, master's, and doctor's degrees were earned respectively at the University of Utah; the University of California; and New York University, in the Graduate School of Business Administration. He has served as a member of the faculties of the University of Nevada, the College of the City of New York, New York University, and the University of California. Previously he taught business subjects in West High School, Salt Lake City, Utah. He has had extensive experience in and contacts with business organizations prior to and following his present appointment with the California Bureau of Business Education. His wartime service includes Regional Training Officer of the Office of Price Administration, covering the five Pacific coast states, and Special State Supervisor of War Production Training in charge of the organization of business training programs for war plants, military installations, and war agencies. He also organized and conducted training programs for supervisors in the business phases of wartime activities.



WILLIAM R. BLACKLER

### Business Training for the Distributive Occupations Today and Tomorrow

By B. FRANK KYKER

*Chief, Business Education Service  
U. S. Office of Education  
Washington, D. C.*

Before giving a report on distributive training today and predicting its progress for tomorrow, it will be helpful to take a look, however brief, at such training in the past. There is no clear-cut time division in business training in terms of the past, present, and future. Much of the training, or lack of training, that prevailed in the past is with us today and will persist in the future although to a much less extent we confidently expect. Likewise much that is excellent in store and other distributive training in the present had its genesis many years ago.

#### Review of the Past

In the early stages of the distributive system, beginning store workers through an informal and unorganized apprenticeship picked up knowledges and skills on their own initiative frequently with no help from their employers. This chance or pick-up method of learning distributive practices is still the prevailing method of training in the majority of small distributive businesses. The weakness of this pick-up method, then as now, was that the chance of picking up undesirable working practices was far greater than the chance of picking up economically and socially desirable practices.

Along with the pick-up method were a few schools that offered preparatory classes in salesmanship and retailing and still fewer schools, but enough to indicate its possibilities, that were offering cooperative part-time retail store training under the stimulation and leadership of the old Commercial Education Service of the Federal Board for Vocational Education.

Concurrently with these developments of yesterday were the few instances, notably among large distributive businesses, in which the worker was trained either individually or in organized classes by his employer for specific duties or for promotion.

The failure of organized store training to develop more rapidly, yesterday as today, was due to a number of conditions. Chief among these was the widespread belief that training was not necessary for success in distribution. In this respect, the attitude toward store training was not different from the earlier attitude to-

ward training for homemaking and farming. All but a few leaders regarded training for homemakers, distributors, and farmers not only unnecessary but actually harmful. On the other hand, there was widespread acceptance of the necessity for training prospective clerical workers for example in the complex skills of writing shorthand and operating a typewriter. Hence the relative over emphasis on the office training phase of business education in our schools not only yesterday but today as well.

#### Leadership

While the availability of federal aid for distributive training is an important factor, it is by no means the determining factor. Competent and aggressive leadership in this phase of education, as in any other area of human activity, is the principal factor in determining progress. The fact remains that only a few teacher-training institutions prepared teachers for the distributive phase of business education and practically no State departments of education provided the assistance and leadership for developing a total and balanced program in business training.

It is not the purpose of this article to discuss the conditions that resulted from the failure of the schools to provide pre-entry and extension training for the distributive occupations. The high failure rate that characterized retailing, the extraordinary high rate of turnover among distributive workers, the high rate of change among owners and managers, the high cost of distribution, and the lack of efficient and helpful service to consumer are conditions with which many are familiar. It was these conditions that led to the inclusion in the George-Deen Act (Public—No. 673—74th Congress) of a small authorization for distributive training and for the doubling of this authorization in the more recent George-Barden Act.

#### Extent of Vocational Training

During the past ten years approximately 1,750,000 distributive workers have received training under the provisions of these Acts. At the present time approximately 200,000 are receiving training annually. It is expected that more than twice this number will be given training annually when the full authorization of \$2,500,000 for vocational training in the distributive occupations is approximated by Congress.

Of the 200,000 being trained annually, approximately 16,000 secondary students, or 8 per cent, are enrolled in cooperative part-time classes; 56,000 adult workers, or 28 per cent, are enrolled in part-time extension classes, most of which are meeting on store time; and 128,000

adults, or 64 per cent, are enrolled in evening extension classes. In addition to these enrollments in federally aided classes, there are approximately 50,000 in-school youth enrolled in preparatory classes in salesmanship, retailing and advertising and in cooperative part-time retail store classes that are not federally aided. Incidentally, approximately 25,000 employed office workers are enrolled in part-time classes under the provisions of Section 11 of the Smith-Hughes Act.

#### Are Enrollments Out of Balance?

By way of contrast, attention is called to the fact that there are more than 2,500,000 in-school youth currently enrolled in clerical and office training classes in the secondary schools taught by approximately 40,000 teachers, whose salaries are paid by State and local funds. It is obvious that the large number of youth who graduate annually from office training courses cannot be absorbed by business in beginning office positions. On the other hand the 50,000 in-school youth that are enrolled in preparatory courses in salesmanship and retailing and the 16,000 secondary school youth enrolled in cooperative part-time classes in retailing are wholly insufficient to meet the needs for the large number of jobs in distribution open annually to beginners. The business training program in the public schools is seriously unbalanced.

#### Types of Training

It is impossible in the scope of this article to describe in any detail the nature and scope of the present day program of distributive training. Suffice to say that the subject matter taught is as varied as the training needs of distributive workers and the range of training is as great as the levels of employment. Training for supervisors, department heads, and managers represents an area of distributive training that is currently expanding.

Classes for adult distributive workers are for the most part short and intensive in nature and are designed to meet specific training needs. The average length of part-time and evening classes last year was 11 and 16 hours, respectively. The average enrollment in these classes was 21 and 27 adults, respectively.

It is unlikely that many workers pursued several of these short courses since they were not necessarily related or planned in sequence. One of the most important predictions in distributive training for tomorrow will be *the development of a long-range training program for adults*. The program will be composed of a series of short courses on increasing levels which when taken over a period of years will give a worker comprehensive training in some one phase of distribution. This desired de-

velopment, to which increasing attention will be given in peace time, was seriously retarded because of the war. Moreover, I confidently predict that tomorrow will see differentiated curricula on the adult extension level developed for rank and file salespeople, supervisors, and managers in the different fields of distribution. Such a development will be carried out in close cooperation with national trade associations.

#### Program for the Future

I am also confident that tomorrow will bring the realization of a complete program in distributive training. This complete program will consist of (1) carefully planned courses for in-school youth to lay the foundation for a career in distribution, (2) cooperative part-time classes for youth who are entering distribution, and (3) adult classes to keep workers informed of the latest developments and the most recent approved practices that will assure continuing success. Such a complete program is an uninterrupted program of instruction for the business of distribution. In fact there are many encouraging indications, with the increase of unified and coordinated State supervision, of a comprehensive, long-range, balanced, and complete program of business training in the total program of business education.

Will the tax payer support such a program? He will support any program that is needed, if he is made to see the need through intelligent and effective leadership. The taxpayer is now supporting non-federally aided business training in public secondary schools to the extent of more than \$60,000,000 a year. His willingness to support such training would be greatly increased if it met the characteristics stated above. The taxpayer has supported the federally-aided distributive phase of business training on State and local levels. For example, last year the increase in the use of State funds for distributive training was three times the increase in the use of Federal funds, and the increase in the use of local funds was seven times the increase in the use of Federal funds.

Yes, the taxpayer will support a truly defensible business training program. The problem in business education is not exclusively financial resources. The problem is primarily competent and constructive leadership and direction of business training at all levels. This fundamental problem on which the solution of other problems are conditioned is being solved in teacher-training institutions and in State Departments of Education. Consequently, I am looking forward confidently to substantial progress in all areas and at all levels of business training.



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The United Services is a continuous department of the *UBEA FORUM*. Members are urged to share their experiences and comments with our readers. Contributions should be mailed to the Service Editor.

# UNITED SERVICES

## SHORTHAND

THELMA M. POTTER, Editor

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### "MUSTS" FOR GOOD SHORTHAND WRITERS

Contributed by  
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In this column of the March issue, this statement appeared: "It is time to look for a new frontier in shorthand." True. But while the venturesome souls are ranging far afield in the Little America's of shorthand, there is plenty for us old settlers to do to consolidate our position on the home front. There is still a lot of dead timber to be cleared away in our own front yards.

Take the matter of teaching method for instance. In the past fifteen years or so, we have had at least a half dozen different approaches or methods published, each one a supposed "cure-all" for all the ills of shorthand; and in spite of all of them, we still are not satisfied with our results. It might be more to the point to say *because* of so many different ideas and approaches, we find ourselves wandering around in the wilderness, often neglecting the very basic fundamentals right on our own doorsteps.

#### The Need for a Thinking Teacher

All of this confusion about methodology means that the good teacher on the home front needs, first of all, to be a *thinking* teacher. Not only must she know her shorthand from every angle, but she must know what knowledges and skills must be a part of the working equipment of the good shorthand writer. She needs to sit down and think through the "musts" and then work out a plan for teaching them. To do this, she needs a good knowledge of how habits and skills are formed, and of how people learn in general. As she continues her study of shorthand itself, she will find that it is a blend of many different things and that no one phase of it can be emphasized over and above all other phases. They all develop together. So if she is a thinking teacher she probably will not adopt any one specific approach that

places emphasis on one thing first, but will work out her own ways of accomplishing the things that she decides are the "musts."

If she is a thinking teacher she will also know that the primary job of a teacher is to teach her pupils to think, not merely to memorize. Shorthand furnishes this opportunity as well as any other subject. There must be a knowledge before there is a skill, and the process of acquiring this knowledge furnishes the opportunity for thinking. We have tried to do almost everything except require them to think. Might not this be one of the places where we are falling down in our teaching?

#### The "Musts" for Good Writers

Now as to some of the "musts" that are to be taught to make good writers:

*A really good shorthand writer must be able to write by sound.* Even though it requires the teaching of phonics in high school or college, we must "Begin where we is, and not where we ain't" and develop this most important phase of shorthand ability. This is not a painful process, but an interesting one, if the teacher herself knows the sounds. She might begin with the simple little sound "n," giving the sound, then the symbol for it and teaching at the same time, the brief forms expressed by that symbol. Before the pupils write a single stroke, however, the teacher should demonstrate on the blackboard the difference between *writing* and *drawing*, and then see to it that they really do write and not draw as she repeats the sound and the brief forms. This implies, of course, that the teacher must be a good blackboard writer. To the "n" can be added an "a." Here, again, the teacher not only gives the principle, but demonstrates the correct way of joining the "a" to the "n." In a very short time these pupils are spelling aloud and writing "in, not, nay, Nan, Nana, Ann, Anna, Hannah," incidentally learning the "h" dot and how to make the capital marks. When the "e" is added, they can write "knee, any, ninny, Nannie, when." After the "m" is added, they can write "am, more, may, man, main, maim, mamma, Mamie, aim, I am, me, mean, Minnie, hem, him, ham." If there is time, an "r" can

## UNITED SERVICES

be added and we then have "are, our, ray, rain, rainy, raining, ram, where, aware, rim, ream, wren, her, hear, rear, real, regard," and so on. The interesting thing is that after they once get started they can write most of these words correctly before seeing them. They get the feeling of constructing words by sound before seeing them, and this is the beginning of a habit that is invaluable.

The teacher should not present too many sounds too quickly. The poor learner is often plunged into a whole sea of sounds in too short a time. We cannot expect him to learn ten to twelve brand new sounds and symbols all in one plunge and expect him to keep his head above water. He should, however, be able to learn five or six fairly well in one class period, if they are carefully selected and one sound built on to another, and if the teacher really works and keeps the class writing, spelling and thinking for the entire period.

At the end of the class hour, these twenty-five to thirty-five words are placed on the blackboard for the pupil to copy in shorthand only. For the next lesson he is directed to spell out these words, to transcribe them, and then to write them in alternate columns. He simply continues to do what he started in class. The next day he comes to class with a fair ability to hear sounds, to respond to them, to read them, and when, this same second day, he can write short sentences, even though they may be as simple as "When may Anna aim," he begins to feel the thrill of writing shorthand, and he has something that stays with him; for he has begun to write by sound, he can spell out words, he has had his first lessons in a good style of writing and in writing by principle. And above all else, he has written sentences!

This is what I mean by developing the ability to write by sound. The average pupil who looks at a book and attempts to memorize outlines or writes them just by looking at them, doesn't get very far because no impressions are made back of the eyeball. Somehow or other he must be taught to *think*.

Another "must" for both teacher and pupil is ability to write by certain guiding principles. I include principles here because of my own experience for many years with pupils who have come to me with previous training. I have found over and over again that the best writers are those who can write by sound and principle; and, furthermore, such students retain their ability to write much longer than those who have just memorized outlines. The latter forget quickly; while the others can, after many years away from the subject, build up their skill within a comparatively short time. I do not necessarily mean memorization of rules as found in the textbook when I speak of principles, but I do mean a knowledge of how to combine symbols in the quickest and easiest way. Here, again, is a wonderful opportunity to teach pupils to think. In the lesson mentioned above, those pupils were told that circles were joined to a

straight line with a clockwise motion or written inside curves. Then they had the opportunity to *think* these principles by writing words. Teaching pupils to write by principle is neither the painful nor the time-wasting process that some would lead us to believe if it is started at the very beginning and one principle taken at a time.

A third "must" is the ability to read shorthand; therefore a good teacher provides opportunities to read shorthand. The reading of plate material is valuable up to a certain point, but I am beginning to wonder if we may not have been spending too much time on plate reading. Might it not be more advantageous to require more reading from their own notes in order to develop within them, an appreciation of the necessity for correct and legible notes? Also, as suggested in the March column, possibly we have not used our reading material to the best advantage. This one thing I know: Good reading ability from plate material does not necessarily mean good writing from dictation.

A fourth "must" is this: Every shorthand teacher must know the problems involved in transcription, and this is a large order. If she has this "overall" view, she can, in the earliest stages, teach them to place periods at the end of a thought when the dictator's voice falls, and so prevent many an error in future transcripts. Also, as soon as they write "overcome" and "overtake" she can suggest that these are solid words, not hyphenated. If she knows the common errors made on transcripts, she can do much in the pre-machine period.

Last, but not least, a good teacher of shorthand will know that many little things go into the making of a good writer. For example: The habit of writing the "h" dot first and not jumping back from the end of the outline; the habit of striking the capital marks up toward the line instead of away from it, and so on. She knows what a powerful aid good habits can be—or what a terrible handicap bad ones are; she knows that it is just as easy to learn a thing the right way as it is to learn it the wrong way. Little things? Certainly! But perfection is made up of trifles.

The good teacher is a *thinking* teacher.

SHORTHAND EDITOR'S COMMENT—Miss Day's students—now successful business teachers—consider her to be one of the best shorthand teachers in the country. They have said so on the East Coast and in the Far West. The editor of this column, therefore, asked Miss Day to tell us this month what she believes and what she does to develop successful and enthusiastic students in her classes.

There are real challenges in her words. She has shown us some interesting paths of thought to follow. For example, the comments on transcription suggest that if we analyzed this complex skill more carefully we would be able to determine better what and how to teach in the elementary or "pre-machine period." Transcription is the end goal of all instruction in shorthand, and the daily writing and reading in the classroom should be building habits in the kind of writing and reading that will be used in transcription. Subsequent articles will explore this subject more thoroughly.

What do you think about the suggestions in Miss Day's article? Why not put it in writing and send it along to the Shorthand Editor?



JOHN L. ROWE, Editor  
*Boston University School of Education*

### NON-TEXTBOOK ACTIVITIES IN THE TEACHING OF TYPEWRITING

Functional typewriting skills and vocational competencies can be developed easily in the average typewriting classroom through the use of real life situations as teaching media. Any activity whereby the student sees a real need for doing will be much more effective than some thing artificially created for him. If the student sees the immediate need for learning a skill because it has some real value to him personally, more than half the battle is won as far as the mastery of that skill is concerned. Then, too, in all probability this learning experience will have been pleasant, and that is important when it comes to developing the whole child. The best motivating device is to find some real use or practical situation for the vocational skill you are currently developing in the classroom, thereby producing a situation of sufficient interest and immediate usefulness, so that the student will desire to solve the problem. Greater intrinsic motivation would be the student's pride and satisfaction in his own work for his own sake.

Other things being equal, pupils will be much more interested in typewriting if the lessons are so planned as to provide for pupil purposing, laboratory techniques, problem solving, adjustment to individual differences, wide participation, variety of procedures, sense experiencing, reconstruction of experiences, and awareness of success. School tasks will be more meaningful and satisfying if we can tie them into what the pupil wants to do.

School work will be more interesting and meaningful if the typewriting classroom takes the form of a workshop in which laboratory techniques are employed. Every effort should be made to keep the typewriting room open to pupils at all times, so that they may type this extra-curricular material for curricular credit. They should be sufficiently cognizant of their responsibilities to be able to work without a supervisor or monitor in the room. Students will also be more interested in the typewriting room if the plan provides for wide participation. The interest and understanding of pupils will be increased by teaching that which provides extensive sensory experiences.

The following non-textbook activities will emphasize the functional nature of typewriting; each may be used equally well in secondary or collegiate classes.

#### Real Life Situations Involving Letter Writing

1. Almost immediately after letter set-up is presented, students should be permitted to use a class period or two in typing letters to their friends. To make sure the situation is a real one, the teacher should actually

collect these letters as soon as they are finished at the machine and mail them—explaining, of course, that he will not read the content, but will check primarily on the correctness of form. It is necessary to have every student bring a stamped envelope to class prior to the assignment. The seriousness of purpose and attendant interest can at once be detected as soon as the students learn the material being typed is actually to go through the mails.

2. Permit the students to use class time to write a business letter of inquiry—perhaps for a catalog from some college or school in which they are interested. Students are usually interested in methods of obtaining a job, therefore actually typewriting a letter of application would be of real interest to them.
3. Have letters written to parents inviting them to some function at school such as an exhibit, Education Week, the PTA, and so forth. It is always important to remember, however, that students are not to be exploited in such activities. It soon becomes boring and uninteresting after the student has typed three or four such letters. Discretion should be used about typing all the materials that come through requests to the administration.
4. Have students typewrite letters to facilitate the administration of the typing class such as letters for awards or letters ordering some small piece of equipment which would not have to go through the office.
5. Students take pride in typing letters for other teachers or for the principal in schools where no clerk is employed.
6. Encourage students to type their own personal and business letters in the classroom. Allow extra credit for this (and don't be so stingy with it either). Yes, even permit the students to type business letters for their parents, and other members of their families—caution, of course, as this type of activity can get out-of-bounds.
7. The teacher ought to dictate, extemporaneously, a letter to the members of the class. Have them take the letter in typewriting dictation and have them compose a reply to that letter. Such experiences will be similar to that usually found in the business office, and it provides excellent training in composition.
8. Encourage students to design letterheads of their own. If they wish, let them make a stencil and mimeograph a supply for their own correspondence. These letterheads may also be used in transcription classes.
9. It is not possible in the time allotted to typewriting

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instruction to teach all the various letter styles. The teacher may post a collection of the various types of business letters of all styles, shapes, and color. Have the students bring into class the letters that members of their family have received and which are not of such a personal nature that their use would be prohibited for display purposes in the classroom. This method not only instills a desire in the student to try to type a letter as well as the copy sent out from the business office (they appreciate the business world more than the textbook). It also acquaints students with the variety of letter forms used in business.

### Real Life Situations Involving Manuscript Writing

1. Almost as soon as the students typewrite contextual material, have them typewrite notes to each other. They will enjoy the "forbidden fruit" aspect of this activity. It also stimulates composition at the machine. I go so far as to give the students extra credit for every note typewritten in the class (even though it is personal). For once let us capitalize on the mischievous nature of our students. My experiences with this type of activity has led me to believe it is one of the best devices in developing composition at the typewriter.
2. Give liberal extra credit for work completed for other classes such as English themes and history term papers. The typewriting teacher should be permitted to examine and approve the quality of the work before extra credit is given. The students type their committee reports for their clubs' secretarial records, and other similar outside work. This stimulates the personal use as well as the vocational use of the typewriter.
3. Nearly every student has a favorite poem of some kind. As a class project in centering and duplicating, why not have each student prepare a copy of his favorite poem for each member of the class, having full responsibility for its centering and duplicating. How they'll love to discuss and read the other student's selections. We can carry this one step further by compiling all this material into a booklet with a cover, title page, and an index, thereby learning several new techniques while experiencing other activities such as editing, composing, and so forth. What could be more real for the student than to compile a brochurs of their own?
4. Have the students typewrite the official school cheers, yells, and songs. There are lots of rallies and activities where copies of this material are very much in demand.

### Non-Textbook Activities in Tabulation

1. Each student should tabulate his program of study. He is sufficiently familiar with it to typewrite it from memory, which of course is excellent practice. This is

not only excellent training in tabulation, but in composition as well.

2. Give the students a list of 30 popular songs or movie stars. The items should be listed in order of popularity, and typed by using three columns headed *First Ten*, *Second Ten*, and *Third Ten*.
3. Every bulletin board in the school needs a copy of the fire drill schedule. As a class project, have them type such schedules and naturally at the bottom of the page have this little notation: "Typed by the Typewriting II Class."
4. Have them type their favorite radio programs with time schedules.
5. All students are interested in the high school honor roll. Why not have a copy made for each bulletin board?
6. Collect and display actual tabulated reports found in business concerns in the community, so that they can appreciate the value and importance of tabulated material. They will be able to see the actual need for it.
7. Permit the students to tabulate the batting averages of the players on their favorite baseball team; or if it is during the school football season, have them tabulate the scores of games played over a period of years with a currently close rival.
8. Occasionally work can be done for the administrative offices of the school. Typewriter salary schedules of surrounding towns and the school budget for the year with monthly expenses indicated.  
Whenever work is completed for groups other than the typewriting classroom, insist that some place on the work this notation appear: "This work was prepared by 'student's name' of the Business Department."
8. In teaching tabulation do not allow the students' interest to die by having them copying meaningless columns of figures. Instead, let them type their next spelling or vocabulary lesson, tabulating the word, its meaning, its part of speech, and so forth.
9. The bookkeeping class very often requires financial statements to be in typewritten form. A few exercises of this type would give the students excellent practice in using the tabulator key as well as to use good judgment in placing the material on the paper.
10. Have students type the Hit Parade program, listing the popularity ranks opposite the names of the songs.
11. Tabulate the states and their respective capitals. Incidentally, here's an opportunity to provide a little more needed training on political and place geography.
12. Tabulate payrolls. Have students make up an imaginary payroll estimating what real wage they would pay a person for typing manuscripts, letters, and other phases of typewriting. The payroll might cover a one- or two-week period.

## Miscellaneous Non-Textbook Activities

1. Just before Christmas permit the students to design Christmas cards; also, it is sometimes interesting to type place cards if the student plans on having a party.
2. Some time or other during the course, the student should have an opportunity in typing out a questionnaire, filling in blanks, and that sort of thing. Secure from some employment office or personnel department of a local business firm enough copies of a questionnaire, so that students may learn to use the variable line spacer properly in this activity. Encourage the student to fill in any questionnaire he might receive personally such as admission blanks for entrance into a college. This is functional typewriting.
3. The teacher should make a great deal about the privilege of typing for the school paper. It is remarkable the sense of responsibility and confidence the student will have knowing that his work will be read by the entire school and knowing that he had a very active part in the production of the paper. Play this up when selecting students as typists for the school paper. Let's get some good out of those psychology courses that were required for that degree in education.
4. Very frequently the high school business club requires extra money to finance its varied activities. Then, too, perhaps the teacher would like to purchase some Motivation Charts or other materials for the classroom and does not want to ask the School or Board of Education to supply these incidentals such as another time clock, some added bulletin boards. Why not form a typing bureau to serve as a clearing house for certain kinds of typing jobs for which the students should be paid? Occasionally certain civic organizations are civically minded to the extent that they will pay for typing that must be done. Sometimes teachers will actually pay to have their master's thesis typewritten. If the public and school could be informed that this bureau was "in business," the students would take a great deal of pride in earning this extra equipment for their classroom. They ap-

preciate so much more that which they earn. There is, of course, some difficulty in the administration of such a bureau; however, a number of schools that have an organization of this type report a considerable increase in the business club treasury. In most communities, at least at the present time, the services of such a bureau are very much in demand.

5. It seems a shame to pay for printed programs for our class plays and other activities sponsored by the school. There is no doubt that the students could do the work satisfactorily if the typing bureau were paid for supplying original programs at such events. An original typewritten copy is far better to me than a commercially printed program—but then I am prejudiced. This gives the students an opportunity to do the work and learn the correct methods, and also to see their own handwork at an important school affair. The pride and satisfaction that comes from an activity of this sort is usually a great stimulation.
6. Arrange for field trips to various business offices where students may see the vocational use of typewriting.
7. Arrange for demonstrations of new typewriting equipment.
8. Organize the class into the various departments of a business, having each unit type the forms and letters peculiar to it.
9. Have talks by successful stenographers and businessmen, emphasizing the higher wages paid for highly developed vocational skill (cold storage motivation, but still effective for many students).
10. Keep papers of the class in a certain file or a free drawer, using manila folders. Have the students do the filing. They can use their own work to practice on instead of that of a practice set.

*SERVICE EDITOR'S NOTE—The methods and procedures enumerated are some of the ways by which your editor has tried to make typewriting more functional. Why not send along your suggestions and methods for making typewriting classes more interesting and life like? It is the specific desire of your editor to serve your needs, and any devices which have proven to be successful in your teaching would be welcomed for publication. This is your service column.*

## Office Standards and Cooperation With Business

**HARM HARMS, Editor**  
Capital University, Columbus, Ohio

Nevermore, predicts the custodian of this page, will business educators be guilty of the criticism that they do not practice what they teach—beg pardon—that they do not teach what is the practice. Isaiah once said, "This people honoreth me with their lips; but their heart is far

from me." Of business educators the businessman sometimes says, "This people exhorteth to action many students along lines which I know not, neither are such procedures discernible in my business." Nevermore will business educators be guilty of these practices. IF—if,



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they will take the hand of co-operation which the National Office Management Association (NOMA) is extending to them.

### Forms vs. Blank Paper

Many teachers are availing themselves of office forms that have been discarded by business. Typewriting in a business office is not a matter of typing five-minute speed tests on straight copy. Some estimate that 80 per cent of office typing is done on forms. Surely, it would raise the level of proficiency of our typists if these forms were first run through our typewriters and then burned rather than having business burn the forms and schools use blank paper. If you have not joined the band wagon of realism through the use of this device, we suggest that you check to see if there is a NOMA chapter in your neighborhood. If so, contact the education committee. If there is no chapter, the collection of such forms makes an excellent class project. The students love assignments of this kind. Incidentally, it will give you, the business teacher, an excuse to make some valuable contacts. The office manager will be happy to see you. (Take my word for it. I haven't found one yet who would not willingly take time out to confer with a business teacher.)

### Office Visits Make for Reality

It is becoming more and more common for teachers to take their advanced classes to visit local offices. As a prelude to such a trip, the class discusses the things the group intends to look for: the type of machines used, the work that is being done on those machines, the filing methods and equipment, the personality and dress of the employees, the general atmosphere of the place, etc. Af-

ter the trip the class frequently discusses the things they have seen. Sometimes papers are presented covering each trip. If you, too, would like to make such trips, we suggest that you clear the matter with your principal, then contact a NOMA official or member. If none is available, try to get an invitation from some member of the class whose father is in business. This will break the ice. Later a regular schedule can be arranged.

### United-Noma Business Entrance Tests

This year many teachers will measure the vocational competence of their students with a national yardstick. Do you know that for a fee of from \$15 to \$25 some agencies will tell an applicant whether he is fitted for a certain occupation? Many sales managers pay much more than that to specialists who help them select men who are likely to succeed in selling their product. For the sum of \$1 per test a student may ascertain whether he possesses the knowledge and skills necessary for success in the average office. These tests are known as the UNITED-NOMA BUSINESS ENTRANCE TESTS. They cover the following areas: typewriting, transcription, bookkeeping, filing, operation of the calculator, and sometimes machine transcription. These tests have been designed by a joint committee of teachers and businessmen. They test the things which interest office managers. If you would like to know more about these tests and how they are given, write to Harold E. Cowan, Dedham High School, Dedham, Massachusetts, or our Executive Secretary for the descriptive folder.

Full details concerning NOMA's new education program and how it will help you personally will appear in the May issue of the UBEA FORUM.

## DO WE HAVE YOUR CORRECT ADDRESS?

The attached form is printed here for your use in sending notice of change of address. Please fill in legibly, tear out, and mail to Executive Secretary, United Business Education Association, 1201 Sixteenth Street, Washington 6, D. C. (If you prefer not to mutilate your magazine, supply the information requested on a separate sheet of paper.)

Executive Secretary, UBEA  
1201 Sixteenth Street, N. W.  
Washington 6, D. C.

Beginning Date.....

Please change my listing on your records to that given below:

NAME IN FULL..... TITLE.....

ADDRESS.....

(City)

(Zone)

(State)

MY FORMER ADDRESS WAS.....

MILTON C. OLSON, Editor  
Ball State Teachers College  
Muncie, Indiana

## NEW YORK STATE REGENTS' EXAMINATION IN BOOKKEEPING

Contributed by  
HAMDEN L. FORKNER

Professor of Education  
Teachers College, Columbia University

High school students in the State of New York who wish a Regents' Diploma, instead of a general high school diploma, are required to pass examinations in certain high school subjects. The Regent's Diploma is regarded by many high school teachers, administrators and pupils as being very desirable. New York is the only state which has a state-wide system of examinations in the various subjects, and the system is strongly defended by many. There is no evidence, however, that New York students are more adequately prepared for life, for college, or for occupations as a result of the Regents' Examinations.

The Regents of the University of the State of New York authorized an inquiry into The Character and Cost of Public Education in the State of New York, the finding of which were published in a series of volumes. In the volume *Education for Work* by Thomas L. Norton,<sup>1</sup> the Commission made this statement:

It appears that the state syllabi standardizes courses to a considerable extent, particularly those in which Regents' Examinations are given. (p. 76)

If the school assumes its obligation to certify that the pupil is able to adjust himself initially to his work, there seems to be little need for Regents' Examinations for the vocational courses. If it is carefully administered, the certification by the school should in itself constitute sufficient prestige. In addition, the further development of Regents' Examinations in vocational fields would introduce an undesirable element of rigidity in the course and subject contents. Flexibility is essential if a desirable program is to be developed. . . . If the schools are asked to assume the responsibility of certifying the individual's competency for initial adjustment, it is essential that they be given freedom to develop courses in whatever way they desire. This is another reason why the State should no longer prescribe courses of study. (pp. 252-253)

In order that bookkeeping teachers, over the country, may see the nature of the Regents' Examination in Bookkeeping, the examination for Bookkeeping II, for January 1947, is reproduced below. We should like to have comments from bookkeeping teachers regarding this examination.

<sup>1</sup>Thomas L. Norton. *Education for Work*, Report of the Regents' Inquiry. McGraw Hill Book Company, Inc., New York, 1938.

## BOOKKEEPING AND ACCOUNTING

### The University of the State of New York 299th High School Examination Bookkeeping II

Wednesday, January 29, 1947—9.15 a.m. to 12.15 p.m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in each of the following separately: bookkeeping I, bookkeeping II.

The time requirement is four or five recitations a week for two school years.

Answer four questions, including both of the questions in group I, one question from group II and one question from group III.

#### Group I

Answer both questions in this group.

1. Use a general journal and a cashbook. Columns required in the general journal are: Debit columns—Notes Receivable, Accounts Payable, General Ledger; Credit columns—General Ledger, Accounts Receivable, Notes Payable. Columns required in the cashbook are: on the receipts side—General Ledger, Accounts Receivable, Sales Discount, Net Cash; on the payments side—General Ledger, Accounts Payable, Purchases Discount, Net Cash.

On October 1, 1946, Fred Becker and Louis Singer entered into partnership under the firm name of Becker & Singer for the purpose of conducting a wholesale hardware business at 12 State Street, Glen Cove, New York.

Fred Becker turned over to the new firm the following assets and liabilities: cash \$2000; a 30-day, 6% interest-bearing promissory note made by Ralph Clinton, dated September 21, face \$1800, with \$3 accrued interest thereon; due from customers on account \$820 (Bernard Hall \$215; Emily Cross \$605); stock of hardware \$5677. Mr. Becker owed creditors on account \$1800 (Devine & Co. \$1180; Scranton & Son \$620).

Louis Singer invested furniture and fixtures that cost \$3000 but are now subject to a reserve for depreciation of \$1200, and sufficient cash to make his capital equal to that of his partner.

As bookkeeper for the firm, open a new set of books and prepare the opening entries for the partners' investments. Make, with sufficient explanations, the necessary entries for the following selected transactions, checking all entries that are not to be posted separately:

- October 1 Gave John E. Richards a certified check for \$6500 in full payment for the deed to the land and building at 12 State Street (land \$1500, building \$5000).
- October 3 Received from Emily Cross a check for \$598.95 in settlement of the invoice of September 23, \$605, terms  $\frac{1}{10}$ ,  $\frac{n}{30}$ .
- October 5 Sent our 20-day, 5% interest-bearing note for \$3600 to Divine & Co. in accordance with the terms of an invoice received today.
- October 7 Drew a check for \$30 to the order of Harold Conen, bookkeeper, for the purpose of establishing a petty cash fund.
- October 8 Gave Divine & Co. a check for \$1156.40 in settlement of their invoice of September 28, \$1180, terms  $\frac{2}{10}$ ,  $\frac{n}{30}$ .
- October 11 Received a credit memorandum for \$280 from Oliver & Son for unsatisfactory merchandise that had been returned.

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- October 14 Received a 15-day, interest-bearing note for \$215 from Bernard Hall, whose account was due today.
- October 16 Withdrew from stock a door stop that cost \$42 and had it installed on the door of the firm's building. [No stop had ever been on this door.]
- October 21 Received a bank draft for \$1809 from Ralph Clinton in payment of the \$1800 note due today and 30 days' interest. [See opening entry, October 1.]
- October 22 Received Louis Singer's personal check for \$2000 as an additional investment in the business.
- October 25 Sent a check for \$3610 to Devine & Co. in payment of the \$3600 note issued on October 5 and 20 days' interest at 5%.
- October 29 Drew a check to replenish the petty cash fund for the following payments: office supplies \$16; building repairs \$12. [Distribute the expenditures so that posting will be made from the cash payments journal.]
- October 31 Prepaid by check the \$8 expressage cost on merchandise shipped to W. Kraft. Charge this amount to his account.

Summarize the cashbook and bring down the balance. Foot and rule the general journal. Indicate clearly how the totals are to be posted, but do not post. [50]

2. The trial balance below was taken from the ledger of Robinson & Tripp on December 31, 1946. From the trial balance and the additional information prepare a classified balance sheet, distributing the profit or the loss equally between the partners. [25]

## ROBINSON & TRIPP

Trial Balance, December 31, 1946

Cash	\$ 5,395	
Notes Receivable	2,770	
Notes Receivable, Discounted		\$ 770
Accounts Receivable	9,300	
Reserve for Doubtful Accounts		110
Merchandise Inventory, July 1, 1946	35,000	
Real Estate	20,000	
Furniture and Fixtures	2,300	
Reserve for Depreciation on Fur. and Fix.		460
Notes Payable		4,500
Accounts Payable		2,625
Taxes Payable		193
C. Robinson, Capital		20,000
C. Robinson, Personal	2,305	
A. Tripp, Capital		10,000
A. Tripp, Personal	2,825	
Sales Income		146,200
Sales Returns and Allowances		
Purchases	95,835	
Freight In	136	
Purchases Returns and Allowances		305
Salesmen's Salaries	3,884	
Advertising	987	
Office Salaries	1,960	
Insurance	200	
Office Supplies	329	
Telephone, Telegraph and Postage	148	
Taxes	528	
Sales Discount	1,015	
Interest Cost	132	
Purchases Discount		1,409
Interest Income		127
	<b>\$186,699</b>	<b>\$186,699</b>

Additional Information, December 31, 1946:

Merchandise Inventory, December 31, 1946	\$5,100
Insurance prepaid	109
Interest receivable	12
Interest payable	39
Taxes payable	338
Depreciation of furniture and fixtures—5% of cost	115
Depreciation of buildings—2½% of cost of \$16,000	400
Additional allowance for bad debts	166

## Group II

Answer either question 3 or question 4.

3. Referring to the trial balance and the additional information given in question 2, set up on ledger paper or in "T" account form the accounts from which the gross profit on sales may be

determined. Enter in these accounts the amounts on the trial balance. Close and rule these accounts and set up the gross profit on sales in the profit and loss account. [Closing entries in journal form are not required.] [15]

4. The following accounts appear on the general ledger of the Wade Supply Company:

## BAD DEBTS

1945					1945				
Sept. 17	J	3	30		Dec. 31	J	7	240	
Dec. 31	J	6	210						240
			240						240
1946					1946				
Dec. 31	J	15	390		Dec. 31	J	16	390	

## RESERVE FOR DOUBTFUL ACCOUNTS

1946					1945				
Mar. 15	J	11	90		Dec. 31	J	6	210	
Sept. 30	J	14	110		1946				
Dec. 31	Balance		400		Dec. 31	J	15	390	
			600						600
					1947				
					Jan. 1	Balance		400	

Using the information contained in the accounts above, answer the following questions:

- State a reason why it is good bookkeeping practice to set up a reserve for doubtful accounts. [2]
- State a reason for the debit entry of \$30 in the Bad Debts account on September 17, 1945, instead of in the Reserve for Doubtful Accounts. [3]
- Give one method of determining the amount of be set up at the end of the accounting period as a reserve for doubtful accounts. [3]
- What is the reason for the entry of December 31, 1945, debiting Bad Debts and crediting the Reserve for Doubtful Accounts for \$210? [3]
- Prepare the journal entry to record the fact that on January 15, 1947, it was learned the \$230 due from Thomas Adams on the invoice of May 31, 1946, is uncollectible. [4]

## Group III

Answer either question 5 or question 6.

5. State clearly a reason to support each of the following statements: [10]

- The current ratio should be at least 2 to 1.
- Interest accrued on a mortgage payable should be classified on the balance sheet as a current liability.
- The discounting of a note receivable creates a contingent liability.
- Trade acceptances receivable are preferable to accounts receivable.
- Loose-leaf ledgers for customers' accounts are more desirable than bound ledgers.

Wednesday, January 29, 1947

Name of school \_\_\_\_\_

Name of pupil \_\_\_\_\_

If this question is chosen, detach this page and hand it in with your other answer paper.

6. On the line at the right of each statement write the word true if the statement is true. If the statement is false, write the word or expression that should be substituted for the italicized word or expression to make the statement correct. [One credit for each correct answer; no partial credit] [10]

- Business paper as original documents provide the best evidence of facts to be recorded. a. \_\_\_\_\_
- C. I. F. means *cartage*, insurance and freight. b. \_\_\_\_\_



- c In a partnership each *special* partner has authority as agent to bind the other partners. c.....
- d The main purpose of special columns in books of original entry is to save time in *posting*. d.....
- e Unemployment taxes paid by an employer on office salaries should be listed on the profit and loss statement under the classification *selling expense*. e.....
- f In determining the discount period, time is computed from the date *on the invoice*. f.....

- g Rent income received in advance is classified as *accrued* income. g.....
- h In the absence of any statement in the articles of copartnership as to the manner of sharing profits and losses, such profits and losses will be shared *in the capital ratio*. h.....
- i The *checkbook stub* serves as evidence of payment. i.....
- j The rate of merchandise turnover is found by dividing the cost of goods sold by the *original inventory*. j.....

## OFFICE AND CLERICAL PRACTICE

JAMES R. MEEHAN, Editor  
Hunter College, New York City

### OFFICE MACHINE TRAINING—THE TIME REQUIRED FOR AN ADEQUATE PROGRAM

We have learned, slowly and too often by the trial and error method, that the same degree of skill is not needed on each and every office machine, consequently the same amount of time need not be devoted to each machine. On only two types of office machine, key-driven calculators and bookkeeping machines, is a marketable skill consistently required for employment. A mastery of essential operations will suffice on all other types—duplicating, transcribing, listing and calculating machines.

#### The Time Required to Develop a Marketable Skill

Educational directors of manufacturer maintained schools have arbitrarily set 300 hours as the time required to attain a marketable skill on either the key-driven calculator (Comptometer or Burroughs Calculator) or the billing and bookkeeping machine. This training period could be reduced at least forty per cent if the educational directors of these schools would stress the fundamentals for which the machine is most frequently used and in all probability best suited rather than attempt to "sell" the machine as an all purpose machine. Specifically the key-driven calculating course should stress addition and multiplication, the fundamental operations for which the machine is used over ninety per cent of the time. Little time need be given to division and subtraction, indirect operations, which are performed more easily on crank-driven calculators (Monroe, Marchant or Friden). The same can be said of bookkeeping and billing machine instruction. If a machine is best suited for preparing and extending invoices, that phase of the work should be stressed, while another machine may be superior for ledger and statement work, a third for payrolls and a fourth for banking operations but when all four operations are attempted on a single machine 300 instruction hours of questionable value are quickly exhausted.

#### Mastery of Essential Operations

Since the time required to master the essential operations varies from machine to machine it follows that exactly the same number of machines should not be included in each unit. The least amount of time and therefore the fewest number of machines is needed for the listing machine unit. The essential listing machine operations, addition and subtraction, can be covered in from five to ten sessions, depending upon the intelligence and aptitude of the student. If the instructor attempts to present division by reciprocals and other unessential operations of very questionable value a great deal of valuable time can be wasted.

#### Crank-driven Calculators

Monroe, Marchant and Friden Calculators, called crank-driven calculators by teachers of office practice, are used for all the fundamental operations, addition, subtraction, multiplication and division and for all variations of these operations. We know, however, that they are unsurpassed in the performance of complicated division and multiplication work. These operations are automatically performed at very high speeds on the electric models. The time required to cover the fundamental operations and the various short cuts which lead to greater operating efficiency varies from 18 to 30 hours of instruction.

#### Duplicating Machines

No one can accurately estimate the time needed to cover adequately the operation of duplicating machines. The most important point to be emphasized in this work, however, is the preparation of the master copy rather than the operation of the machine. The actual operation of the newer models is a relatively simple task. The machines require fewer adjustments and the feeding of the copy, the most important phase of the work, has been reduced to a simplified manual operation or an automatic electrical operation. Adjustments can be made to raise or lower the master copy, lighten or darken

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the copy, or to change the side margins. These are mere mechanical details. The points to be stressed in preparing good duplicating copy are careful editing of the rough draft, attractive layout, clean type, accurate proof reading and neat corrections.

## Transcribing Machines

The time devoted to transcribing machines varies from 15 to 40 hours. All transcribing machine operators must of necessity acquire a considerable amount of their training on the job. This is not due to any lack of training on the part of the operator but simply because the correspondence forms, operating methods and production standards differ so widely from office to office. Most operators are employed in the transcribing units of large organizations. Many of these firms supply their operators with correspondence manuals so that they will become thoroughly familiar with the forms, style and standards of the organization. On the job training is needed for all office occupations, it is not restricted to transcribing machine operators. Prospective employees should realize that their training is not complete, furthermore, they should be willing to accept and profit by competent supervision.

## An Acquaintance Knowledge of Office Machines

An acquaintance knowledge of office machines is recommended not for the prospective office machine operator but for the prospective office supervisor. Obviously an acquaintance knowledge of a machine is not enough for an operator but it would be of real value to a prospective supervisor. Supervisors too frequently rely upon the judgment of others engaged in the same line of work in selecting office machines. Office efficiency would be increased and overhead reduced if they actually knew the office machine best suited for every phase of their work. Elaborate equipment is often installed in offices where neither the volume nor the nature of the work justifies such an expenditure and conversely organizations with tremendous volume too often rely almost exclusively on slow and costly manual operations.

Finally the supervisor should not accept the present tendency to underestimate the value of an in-service training program and to overestimate the employee's ability to "pick-up" the required knowledge and skill on the job. These operators acquire as many bad habits as good ones, their materials are inefficiently arranged and ultimately they are proven to be just as expensive and inefficient as untrained typists.

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## GENERAL CLERICAL

HELEN BORLAND, Editor  
*University of Colorado, Boulder*

### OBJECTIVES OF THE GENERAL CLERICAL CURRICULUM

*Contributed by*  
**PARKER LILES**  
*Commercial High School*  
*Atlanta, Georgia*

For the past decade or more the offerings of the secondary schools of America have been undergoing a reorganization that is comprehensive in scope and continuous or periodic in intensity. Numerous courses of study and syllabi have flowed from work-shops and curriculum committees. All aspects of the educational program, such as objectives, subject matter, materials, and methods, have been challenged. New terms, such as core curriculum, frame of reference, impinge, and the like have flowed from the pens of educational philosophers and curriculum experts by the dozens. General education has experienced a face lifting which, when compared with the education of only a few decades ago, makes it unrecognizable.

Business education, fortunately, has not escaped this sweeping reform that attempts to purge an educational system made for the horse-and-buggy era and make it

fit for the needs of youth in a day of rocket and atomic power. The reform which has characterized the educational picture as a whole, however, has not been so sudden or drastic in the field of business education. Although slow in making a beginning, once started the movement has made fairly satisfactory progress in recent years, especially in the larger cities. It is not difficult to understand this tardiness in modernizing the business curriculum, although it required many years of "crying in the wilderness" on the part of business educators who recognized the deficiencies of the business education program. Until recent years business teachers, most of whom secured their preparation in business colleges, tended to perpetuate the traditional stenographic and accounting curricula to the exclusion of any other.

The need for clerical workers continued to grow in response to the growth of the corporate form of organization, advances in industrial engineering and management, and inventions and technological improvements in business machines which contributed to job specialization. This need has been partially but not satisfactorily met by students who failed or dropped out of the stenographic and accounting curricula; by high school drop-outs; by students who elected certain business subjects which gave a limited amount of clerical training, such

as business arithmetic, typewriting, filing, office practice, etc.; by business college graduates; by training programs given by office machine companies; by in-service training programs in business; and by many other types of workers. Such a piecemeal, hit-or-miss program does not meet the needs of all youth and certainly falls short of supplying the proper number of adequately trained clerical workers needed by business.

#### An Effective Pattern of Clerical Business Training

In an effort to fill this need, clerical curricula have been instituted in many large school systems. In some cases, such a curriculum is the result of scientific principles of curriculum construction; in others the scissors-and-paste method has been employed, the best of all available curricula being copied or modified to some extent. In too many cases, the clerical curriculum is diluted to the point of mere play and paper work resulting in its being used solely as a dumping ground for stenographic and accounting misfits with no clear objectives, content, and standards of its own. This is a negative guidance, whereas a positive approach is needed. Some of the reasons for this condition are: insufficient equipment, as well as lack of agreement as to what equipment is necessary; inadequate educational preparation and lack of business experience on the part of business teachers, resulting in their inability to do reliable research in the clerical field, and a lack of familiarity with the skills and knowledges required in clerical positions; and an acute scarcity of published texts and classroom materials. Out of this chaotic condition it is hoped that a more definite and effective pattern of clerical business training will evolve — some sequence of teaching-learning activities with sound objectives and content that is based on extensive occupational research and which attains the accepted objectives of general education and provides adequate economic understandings.

It is easy enough to make a list of subjects and call it a clerical curriculum. No particular difficulty is encountered in listing the accepted subjects in social science, English, science, mathematics, etc., which are supposed to provide the required general education. Furthermore, it is not a difficult matter to make a list of subjects which will give a fairly adequate background of basic business information and economic understanding. The crux of the problem arises in setting up a sequence of teaching-learning situations which will provide the vocational skills and knowledges necessary for the various types of clerical positions prevalent in business. Herein lies the difference between a good clerical curriculum and a mediocre one, between one that functions in preparing competent clerical workers and one that merely provides busy work. The most prevalent designations of the clerical sequence in current curricula seems to be "Clerical Practices" and "Clerical Training." The objectives and content of this course, however, vary widely. In some cases the chief emphasis is

placed on clerical record-keeping. In others, office machine training is predominant. In still others, a functional type of training is centered around the duties performed by billing clerks, shipping clerks, payroll clerks, and the like. The title of the clerical sequence is relatively unimportant; however, "Clerical" or "General Clerical" seems preferable to "Clerical Practice" or "Clerical Training."

#### Objectives of General Clerical Curriculum

What should the objectives of a general clerical curriculum be? Obviously, this must be answered in terms of the clerical positions for which preparation is to be given. It is not possible to give specific job training for the thousands of clerical positions in business. It is possible, however, to give training in most of the skills which are found to be common to the large body of clerical positions. In probably the most reliable research study to date involving job analysis of clerical workers, Miss Potter<sup>1</sup> found the following duties or skills were required of clerical employees: typewriting — forms, straight copy, envelopes, billing, rough drafts, dictation to the machine, cards, and tabulations; filing; operation of adding-calculating machines such as adding-listing, rotary and key-driven calculators and posting machines; keypunch and tabulator machines; duplicating machines; non-specialized clerical activities, such as classifying and sorting, checking names and numbers for accuracy, filling in forms by hand, collating and stapling. More extensive research will probably enlarge this list some, but it is doubtful if many of these skills will be found to be relatively unimportant. Therefore, an effective General Clerical sequence would be one that provides teaching-learning experiences that most effectively impart these skills. Possibly the training of key-punch operators may be questioned in most schools due to the large outlay required for equipment and the comparatively few who will find employment in this type of work.

As to whether the clerical sequence should be organized so as to impart these skills directly and independent of any functional situation, or whether they should be presented functionally in terms of the various types of clerical positions, or whether a combination of the two methods should be used does not come within the scope of this discussion. Obviously the content must be adapted to the attaining of the objectives. However, there may be more than one effective method of attaining these objectives.

Some of the general objectives of the General Clerical curriculum may be stated as follows:

1. To give the pupil a knowledge of the various types of clerical positions commonly found in business, the duties and responsibilities connected with each, and the remuneration and promotional possibilities attached to each.
2. To give the pupil proficiency in the clerical skills which are

<sup>1</sup>Potter, Thelma M. "An Analysis of the Work of General Clerical Employees." Teachers College, Columbia University, Contributions to Education No. 903, New York: 1944.



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common to the majority of the clerical positions prevalent in business.

3. To enable the pupil to discover his interests and aptitudes in the various types of clerical skills and to acquire a high degree of proficiency in the ones in which he shows unusual interest and aptitude.
4. To provide adequate training for entrance into clerical positions but at the same time to give sufficient basic business education and economic understandings to enable the pupil to advance to successive higher levels of employment.
5. To develop in the pupil good work habits and such indispensable business traits as cooperation, initiative, honesty, punctuality, accuracy, and personal grooming, which will enable him to utilize his acquired clerical skills and knowledge more effectively.
6. To provide the pupil with the required general education which will insure the accomplishment of the commonly accepted goals of general education.

An attempted statement of specific objectives at this point would be inappropriate since these will vary with the organization and scope of the content. Each course in the clerical sequence will have its specific objectives as well as contributing to the general objectives of the entire curriculum.

## Clerical Training in Small Communities

Up to this point, clerical training has been discussed in terms of differentiated business curricula and in terms

of school systems large enough to warrant the establishment of a general clerical curriculum. But what about clerical training in small business communities? What should be the objectives of general clerical education in those schools too small to support a separate general clerical curriculum? The consensus of opinion seems to be that the smaller schools should put less emphasis on vocational preparation for stenographic and accounting positions and concentrate on general clerical education by providing as many elective subjects as possible which are presumed to give effective clerical education, such as typewriting, business arithmetic, clerical recordkeeping, office practice, and the like. The writer does not concur in this opinion. It is in the small business community that a larger percentage of office positions still require the use of shorthand and bookkeeping. Less specialization is needed and a broader business education for general office duties should better meet the needs of business. Obviously all pupils do not have the required aptitudes and interests for this type of training, and such pupils could elect the business subjects adapted to their abilities. To the extent that these subjects provide vocational clerical training, such students would be trained for clerical positions.

## BASIC BUSINESS

HAROLD GILBRETH, Editor  
*Winthrop College, Rock Hill, S. C.*

## GENERAL BUSINESS TRAINING PROBLEMS

*Contributed by*

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"Where there is smoke, there must be fire." Much smoke has been generated in recent heated discussions in magazines and conventions concerning General Business, Introduction to Business or Junior Business Training. The fire is kept alive by the fuel of a real need for general business training for all who will live in our world of business either as consumers or as producers. Too often, however, this fire is smothered under the green wood of how, when, and by whom this training should be given and thus the smoke rises in blinding billows. This green wood should be removed, dried out, and replaced on the fire in neat and orderly fashion so that educators may be guided by a clear and steady blaze in their search for a way in which to train boys and girls to be competent consumers and producers of business activities.

How can "light" rather than "heat" and "smoke" be generated? First, the need for such training must

be defined in terms of the business activities engaged in by all. Second, the best means of developing competency in these activities must be determined through research and clear thinking. And finally, courses in study must be developed; teachers must be properly trained; and adequate teaching and testing materials must be developed. This is not a simple overnight task. It will require time and effort, for there are many problems to be solved along the way. Why does enrollment in junior business training seem to be decreasing? Why is there so much poor teaching in this field? What are the proper objectives for the course? What should be the content of the course and the methods required to satisfy the aims and objectives? Consideration of these problems should help to clear away some of the smoke and to throw a little light on this important subject.

### Why Poor Enrollment?

While the general business training course should have the largest enrollment in the business education curriculum, it runs a poor fourth to typewriting, bookkeeping, and shorthand. Walters<sup>1</sup> found in 1942 that general business was taught in 27 of 50 senior high schools in cities of more than 25,000 population. Do

students fail to enroll in this course because they do not need training in general business activities? This is unlikely because the need for such training is increasing constantly as more of our home activities such as laundry, cooking, and garment making become commercialized. Now almost every social activity is also a business activity and the need for training in the competent performance of these activities is even more essential than ever before. Are students receiving this training outside of the business education department? They may pick up some information in one course and a little more in another, but it is on the hit and miss basis. Certainly, all business students should be required to take junior business training. In addition, the training given in this course should have real use value for every student in the high school. It is possible that teachers and materials for giving adequate general business training are not available and therefore the junior business training course has been dropped from the curriculum in many schools. If this is true, then it is time business educators faced the facts and did something about training teachers and developing needed materials and methods.

#### Why Poor Teaching?

Most graduates of business teacher-training institutions seem to prefer the teaching of skill subjects. If adequate training for the performance of business activities is to be given in the secondary school, the teacher-training institutions must assume the responsibility of adequately preparing teachers for such work. These teachers should be as well qualified for this work as secretarial and bookkeeping teachers have been for their specialized fields. Such training must not be incidental to the training of a business teacher but should be offered as a major for those electing it as a teaching field.

#### Who Should Teach General Business?

Too frequently it is assumed that since all business teachers have learned to perform general business activities as well as to perform and to teach specialized activities, any business teacher with a free period can teach junior business training. This false thinking has even carried over into the assumption that *any* teacher can teach this course because she has learned to perform these activities by trial and error experience. It can easily be seen that this assumption would be just as false as the premise that all who can read can teach the first grade. Junior business training is not even an easy course to teach. It requires a teacher who knows the business world and keeps up with constantly changing conditions. It requires more preparation and energy to do a good teaching job in junior business training

than is required for teaching skill subjects. Text materials must be revised and supplemented because business activities change rapidly. Money orders are obtained and sent in a new way; rates are changed; banks pay less interest on savings, and charge for checking accounts and offer small loans on the same basis as do loan companies. The teacher must be on her toes or the business parade will leave her far behind the times.

#### Aims and Objectives?

No course can be planned until the desired outcomes are known. The objectives must be clearly stated and understood by all. Up to now there has been considerable confusion on this point. Originally, the major objective of the course was vocational training as is indicated by the title, *junior business training*. Then it became pre-vocational or exploratory, a course to be used for vocational guidance. Some educators seem to have held on to one or the other of these objectives. Recently, it has been generally agreed to place the major emphasis on personal-use values. If the objective of the course is now accepted to be that of training students for living in the world of business, junior business training should be considered as a part of *general education* and not as vocational or pre-vocational training. Is it the objective of the general science course to train scientists? Is it the objective of the general mathematics course to train mathematicians? Then why should it be the objective of the general business course to train business executives? General science, general mathematics, and general business are integral phases of *general education* for all secondary school students. General education is essential training for all students and consequently a prerequisite for pre-vocational and vocational training. It is not, however, pre-vocational or vocational training for business students only. Students are not ready for vocational training until they have taken all the prerequisites.

#### What Should be the Content and Teaching Methods?

As a phase of general education, the subject matter taught in junior business training should be based on business activities which are commonly engaged in by all persons. This subject matter should be on a level that can be understood by the students who are not mature enough to be interested in problems relating to investments, insurance, or large-scale business organization. It should be based on the activities which the students are already called upon to perform and on those which they will need to perform in the near future. The vocabulary used in the presentation of this subject matter must be carefully selected so that the students will be able to understand all of the words in terms of their business experiences. The fundamental skills of reading, speaking, writing, and figuring must be related to selected business activities and must be integrated into meaningful teaching units. Remedial training in these

<sup>1</sup>R. G. Walters, *The Business Curriculum*, Monograph 55, South-Western Publishing Company, 1942.

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skills must also be given as the need arises. The selection of subject matter is a basic problem and must be based on a wise analysis of carefully classified business activities engaged in by the students enrolled in the course. The teacher must then determine the activities the students have already learned to perform and those in which they need further training. Prognostic tests should be used for this purpose. After the activities to be stressed are determined the teacher must decide whether the activity can best be taught through group activity, individual projects, lecture, or question and answer methods. If interest is to be maintained and learning is to be lasting, the teacher must possess a great deal of initiative, energy, and foresight in the planning of these activities as well as a wide knowledge of business and human nature. The general business course must not be a haphazard conglomeration of facts about various business activities but must be an intelligently planned course based on the real need of those enrolled in it.

## What Is It?

Many of the fundamental terms used in talking about general business training are vague and confusing. The title, junior business training, is misleading. It implies that the training offered is for junior business employees such as the office boy or the clerk. This is generally not the case at all today. Some business educators have used such terms as "basic business education," or "general business science." Since all are seeking to say the same thing an agreement as to the title to be used should be reached to end the unnecessary confusion.

There is also an urgent need to define the levels of competency required in the performance of general business activities. These activities should be classified

so that all who read about them will know what the writer means. When he says, for example, "banking activities" does he mean depositing money and writing checks or borrowing money and sending drafts, or knowing about Clearing House and Federal Reserve transactions? All of these are banking activities but on different levels. It is this need of vertical as well as horizontal classification that makes the defining of terms in this field so difficult.

In which grade would such a course be offered and how much time should it consume are also very realistic problems. Should it be offered in the ninth grade? Is one year enough or should it be just the first part of a basic business program? The answers to such questions must be based on the need of the student for such training and must not be based on opinion or custom. It is possible that there is no one answer but a series of answers, each dependent upon the various factors existing in every case under consideration. Such factors as the social and economic environment of the students, the content of other general and business education courses, and the availability of teachers and materials, must play a part in determining the grade placement and the length of the course. All of these call for intelligent planning based on sound information.

The solution of these problems will be a big step forward in the preparation of secondary school students to live in the world of business. The task is not a simple one. There is much work to be done before it can be said, "This is the business course to be required of all secondary school students." The classroom teacher, school administrator, teacher-training institution, certification officer, and the business man, must cooperate in order to do the job properly. *It can be done.*

## AUDIO-VISUAL AIDS

NOTE: The UBEA FORUM welcomes all such reviews of audio-visual materials.

*The Secretary Transcribes* (1 reel, sound, color or black and white, collaborator: Peter L. Agnew, Ph. D., Associate Professor of Education, New York University) continues the series, after *The Secretary Takes Dictation*, following a secretary through the transcription of a typical day's notes and gives to secretarial students a picture of many of the details that are involved in transcribing in a business office. An understanding of the additional office habits beyond knowledge of shorthand and typing that differentiate a good secretary from a stenographer is one of the objectives

of this film. The necessity of experience and the mastering of the skills and habits of thought that make a valuable secretary are emphasized.

*Fred Meets a Bank* (1 reel, sound, color or black and white, collaborators: I. Owen Foster, Ph.D., Associate Professor of Education, Indiana University; Frederick G. Neel, Ph.D., Head of the Department of Education, Canterbury College). Fred has a problem. He has a check mailed to him by his uncle. Why not cash? What will he do with it? His father explains that the uncle has a checking account in a bank and sent Fred a check instead of a ten-dollar bill because it is safer. After further explanations of his bank book, check book, and other items, Fred decides to

open a savings account of his own. The film shows Fred next day going through the steps of opening his account. As he finishes, his father comes in and takes Fred with him while he arranges a loan with which to build the new house the family has been talking about for a long time. Then they proceed to the bank vault where Fred is shown the safety deposit box. Fred now has made a business connection with, and learned a few lessons about, an institution which can be of great help to him throughout his life. He has met a bank!

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Orders or requests for preview prints or additional information concerning the above should be directed to *Coronet Instructional Films*, 65 E. South Waters Street, Chicago 1, Illinois.

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# UBEA IN ACTION

## Headquarters Notes

The enthusiastic response by business teachers and others interested in business education to the membership solicitation has been most gratifying. Already more than one out of eight business teachers have enrolled in UBEA from the following states: Arizona, California, Colorado, Indiana, Kentucky, Louisiana, Maryland, Nebraska, New Jersey, New Hampshire, New Mexico, South Dakota, and Wyoming. Hawaii and Puerto Rico have enviable records with more than one out of four of their business teachers supporting the Association. California has enrolled the largest total number of members for any one state.

Each member of UBEA can be of real assistance to the State Directors by enlisting their associates in the promotion of better business education through active membership in our national organization.

### Membership Year

By authority of the National Council for Business Education at its meeting on December 26, 1946, the membership year will begin as of March 1, August 1, or December 1. Because of the change over, some confusion may occur as to the expiration date for current memberships. The membership year is interpreted as follows:

All renewal memberships will expire on July 31, 1947.

New applications filed in 1946 will also expire on July 31, 1947.

New applications entered between January 1, 1947, and February 28, 1947, will expire on November 30, 1947, unless back issues of publications were requested.

New applications filed between March 1, 1947, and July 31, 1947, will expire one year from the month (March or August) designated.

Each member will receive all publications released during his respective membership year. These expiration dates apply only to the regular memberships.

### Group Affiliations

Business education organizations are cordially invited to apply for group affiliation in the United Business Education Association. An affiliate with a membership up to fifty is entitled to send one delegate to the representative assembly of the UBEA. An association with more than fifty members is entitled to elect two delegates to the representative assembly.

### Consumer Education Series

The Consumer Education Study sponsored by the National Association of Secondary-School Principals has prepared a splendid series of teaching-learning units for secondary pupils. These unit texts, averaging about a hundred pages, are addressed directly to the student,

with abundant suggestions for the teacher. Written simply and illustrated interestingly, they are important and essential curriculum materials. Authenticity and teachability are assured by more than four years of research and experimentation by a special staff under the direction of Dr. Thomas H. Briggs.

The newest unit test released, *Managing Your Money*, was developed by Edward H. Goldstein of the Baltimore Public Schools. Mr. Goldstein is a charter member of the United Business Education Association. *Managing Your Money* is a practical unit on budgeting—right now as a youth and later as a family head; carrying on the financial side of consumer affairs in a businesslike way; savings, and investing the savings. It is sufficiently flexible and rich in resources to be adapted to a variety of situations in the business classroom. This and other units in the series can be purchased for 35 cents a copy from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Consumer Education Study's co-operative report, *The Relation of Business Education to Consumer Education*, will be sent without charge to UBEA members who request a copy from their Executive Secretary.

### United-Noma Business Entrance Tests

The United-Noma Business Entrance Tests formerly the National Clerical Ability Tests, had their origin in 1930 when Professor Fred G. Nichols of Harvard University called a conference of business teachers and office managers for the purpose of devising tests which would determine readiness for workers at intermediate office levels. The testing program was launched seven years later under the joint sponsorship of Noma and a regional organization of business teachers. Later, to gain nationwide authority, the National Council for Business Education was invited by Noma to become the co-sponsor of the tests. When the National Council for Business Education merged with the NEA Department of Business Education to form the United Business Education Association, it brought along its testing program. At a meeting of representatives of Noma and UBEA held in New York in December 1946, the committee decided that the tests should be revised and renamed.

The United-Noma Business Entrance tests are constructed by classroom teachers and checked by employers for practicability. They are designed to determine the degree of knowledge and skill acquired in the performance of six major office areas—filing, machine calculation, bookkeeping, typewriting, and stenography. A fundamentals and general information test is given complimentary when used with one or more of the area tests.

Through the use of the United-Noma Business En-

(Continued on page 44)

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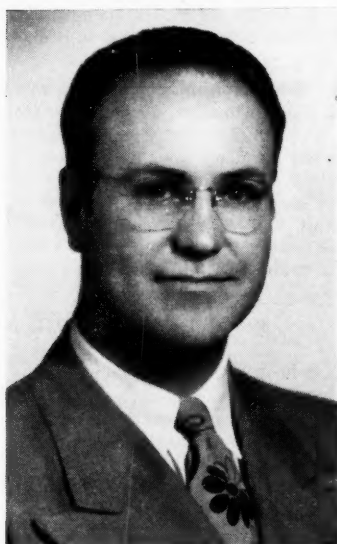
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Los Angeles, California

### Michael L. Collins—California

UBEA salutes the California business teachers, their area directors, and State Director Michael Collins for number one membership rating in UBEA. Progressive, alert, and co-operative, California is destined to maintain a membership lead which will be a real challenge to her sister states.

State Director Collins teaches machine bookkeeping and advertising at

Manual Arts High School, Los Angeles. He is vice president of the Manual Arts High School Faculty Association, auditor of the Affiliated Teacher Organizations of Los Angeles, supervisor of the Los Angeles School Employees Credit Union, member of Pi Omega Pi and Sigma Tau Delta honorary fraternities. Although his appointment was confirmed late in 1946, Mike has held top rating among state directors since his first call for action was released to the California business teachers.

### H. Jeanette Winter—Territory of Hawaii

Jeannette Winter, UBEA Director in Hawaii, was among the first to inform the business teachers in her area of the services to be gained through membership in the United Business Education Association. Often, the air-mailed membership applications from Honolulu reach Headquarters before those sent the same day in Wisconsin.

Although a native of Montana, Miss Winter prefers her adopted home on the islands to the mainland. She is the supervisor of business education for the Territory of Hawaii with headquarters in Honolulu. Her work consists of co-ordinating business edu-

cation in the Territory, consulting with the supervising principals of each island concerning their personnel problems, conferring with principals on curriculum problems, and assisting the teachers of business subjects. A broad program of in-service training for business teachers has been instituted during the year.

UBEA salutes Miss Winter and the business teachers in Hawaii for their interest and eagerness to share in the promotion of better business education.

### Albert C. Fries—Illinois

For many years, Illinois business teachers have demonstrated a keen interest in professional organizations. They do not have to be told again and again the advantages to be gained through co-operative effort as is evidenced by the high percentage of renewal membership—the Illinois teachers maintain at headquarters.

Albert Fries, State Director of Illinois, is chairman of the Department of Secretarial Science and director of the Department of Business Education at Northwestern University, Evanston. Al has many professional accomplishments on his record. He is a past president of the Chicago Area Business Educators Association, col-

(Continued on page 46)



# UBEA IN ACTION

## TO REGULAR MEMBERS OF UNITED BUSINESS EDUCATION ASSOCIATION:

The UBEA Constitution provides for the election of the Executive Board (National Council for Business Education) members by ballot. Three members are to be elected from each district in 1947, thereafter, one member shall be elected each year for a term of three years.

By authority of the National Council for Business Education at its meeting in Chicago, Illinois, December 26, 1946, the nominees will be declared elected to the three-, two-, and one-year terms as members of the National Council for Business Education in accordance with the highest number of votes received in each district.

Please observe the following regulations for voting:

1. Only regular members are eligible to vote. Student members, associate members, and honorary members do not qualify for this privilege.

2. Select the names of three persons in your district from the Report of the Nominating Committee on this page. Write the names of the three persons in the space provided on the official ballot.

3. Complete the ballot by signing your name and giving the number which appears on your membership card.

4. Ballot must be returned to the Executive Secretary before June 1, 1947.

5. Ballot should be forwarded in an envelope marked, "Ballot, Dist. # \_\_\_\_\_," to Executive Secretary, United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Your envelope will be delivered, unopened, to the Tabulating Committee.

All regular members of the Association are urged to perform this important duty.

HOLLIS P. GUY,  
Executive Secretary.

### OFFICIAL BALLOT

For the Election of Executive Board Members  
Term Beginning August 1, 1947

Dist. # \_\_\_\_\_ Membership No. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Signature \_\_\_\_\_

## REPORT OF THE NOMINATING COMMITTEE

The nominating committee,\* composed of a member from each state, places the names listed below in nomination for the United Business Education Association's National Council for Business Education.

### DISTRICT 1—NORTHEASTERN

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, New York, Vermont, Canada, Canal Zone, and Puerto Rico  
Frank Ash, University of Connecticut, Storrs  
Paul Boynton, State Supr. of Bus. Ed., Hartford, Conn.  
Mrs. John Coppinger, High School, New Haven, Connecticut  
Vern Frisch, Albert Leonard High School, New Rochelle, N. Y.  
Paul Lomax, New York University, New York City  
E. C. Wilbur, Central High School, Providence

### DISTRICT 2—MIDDLE ATLANTIC

Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania.  
Bert Card, Orange High School, Orange, New Jersey  
H. Herbert Freeman, State Teachers College, Paterson, N. J.  
Foster W. Loso, Supr. of Business Education, Elizabeth, N. J.  
Frances Doub North, Western High School, Baltimore, Maryland  
S. Gordon Rudy, State Dept. of Public Instr., Harrisburg, Pa.  
C. Frances Vogeding, Dupont High School, Wilmington, Del.

### DISTRICT 3—SOUTHERN

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia  
Benjamin R. Haynes, University of Tennessee, Knoxville  
Mrs. J. E. Johnson, High School, Little Rock, Arkansas  
A. J. Lawrence, University of Kentucky, Lexington  
Parker Liles, Commercial High School, Atlanta, Georgia  
Fred. G. Nichols (Consultant), Dundin, Florida  
Lula Royce, High School, Columbia, S. C.

### DISTRICT 4—CENTRAL

Indiana, Illinois, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin  
Gladys Bahr, Withrow High School, Cincinnati, Ohio  
Paul A. Carlson, State Teachers College, Whitewater, Wis.  
Vernal H. Carmichael, Ball State College, Muncie, Ind.  
Albert Fries, Northwestern University, Evanston, Illinois  
R. J. Hosler, University of Wisconsin, Madison  
William L. Moore, John Hay High School, Cleveland, Ohio

### DISTRICT 5—WESTERN

Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Wyoming  
Mary Bell, Ponca City Senior High School, Ponca City, Okla.  
Harold D. Fasnacht, Colorado Woman's College, Denver, Colo.  
Icie B. Johnson, Senior High School, Amarillo, Texas  
Cecil Puckett, University of Denver, Denver, Colorado  
Dorothy Travis, Central High School, Grand Forks, N. D.  
Hulda Vaaler, University of South Dakota, Vermillion

### DISTRICT 6—PACIFIC

Arizona, California, Idaho, Nevada, Oregon, Utah, Washington, Hawaii, Occupied Japan  
Mary Brown, High School, Salt Lake City, Utah  
Evan Croft, Brigham Young University, Salt Lake City, Utah  
John N. Given, Supr. of Business Education, Los Angeles, Calif.  
Edwin Swanson, San Jose State College, San Jose, California  
Clara Voyer, High School, Albany, Oregon  
Sam Wanous, University of California at Los Angeles.

\*State Directors were appointed by President Hamden L. Forkner to serve on the 1947-1948 nominating committee in their respective districts.

# Constitution and By-Laws

## United Business Education Association

### ARTICLE I—NAME

The name of this organization shall be the United Business Education Association, a Department of the National Education Association.

### ARTICLE II—PURPOSE

The purpose of the Association shall be to promote better business education through whatever means seem desirable.

### ARTICLE III—MEMBERSHIP

Any person interested in the purposes of the Association may become a member by payment of dues.

### ARTICLE IV—ORGANIZATION

SECTION 1. The officers of the Association shall be a President, a Vice President, a Treasurer, and an Executive Secretary.

SECTION 2. The fiscal year shall extend from August 1 to July 31.

SECTION 3. Memberships shall be grouped according to six districts; i.e.,

*District 1—Northeastern:* Maine, New Hampshire, Vermont, Massachusetts, New York, Rhode Island, Connecticut, Puerto Rico, Canal Zone.

*District 2—Middle Atlantic:* New Jersey, Delaware, Pennsylvania, Maryland, District of Columbia.

*District 3—Southern:* North Carolina, South Carolina, Tennessee, Arkansas, Louisiana, Mississippi, Alabama, Florida, Georgia, Kentucky, Virginia, West Virginia.

*District 4—Central:* Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Ohio, Indiana.

*District 5—Western:* Texas, Oklahoma, New Mexico, Colorado, Kansas, Nebraska, Wyoming, South Dakota, North Dakota, Montana.

*District 6—Pacific:* California, Nevada, Oregon, Arizona, Idaho, Utah, Washington, Hawaii.

The Executive Board shall have the right to revise these districts.

SECTION 4. There shall be an administrative body known as the Executive Board, consisting of three members from each district.

### ARTICLE V—THE EXECUTIVE BOARD

SECTION 1. There shall be eighteen elected members of the Executive Board, three from each of the six Districts, known as the National Council for Business Education. These members shall be teachers, supervisors, and administrators from educational institutions, school systems, and groups who are engaged in work primarily in the interest of business education.

SECTION 2. For the term beginning August 1, 1947, members of the Executive Board shall be elected from each district as follows:

One for a period of one year; one for a period of two years; one for a period of three years. Thereafter, one shall be elected each year for a period of three years.

For one year beginning August 1, 1946, the officers and the Executive Board of the United Business Education Association shall be the duly elected officers and Executive Board of the

Department of Business Education. After August 1, 1947, this paragraph shall be invalid and shall then be automatically stricken from the constitution, as this is an interim measure to allow time to carry out the election according to this constitution.

SECTION 3. A nominating committee composed of one member from each affiliated state organization in each district, or, in case the state group is not affiliated, a member at large from that state, shall be selected by the President with the approval of the Executive Board. Each nominating committee shall propose two or more candidates for each vacancy to be filled from that district to the Executive Board and report their names to the Executive Secretary by March 1 of each year.

SECTION 4. Ballots shall be sent to each individual member of the Association in each district by the Executive Secretary by May 1. Members shall vote for the candidates in their district and return ballots to the Executive Secretary by June 1. Ballots shall be held unopened by the Executive Secretary and counted by a committee appointed by the President.

SECTION 5. A vacancy shall be filled by the Executive Board for the unexpired term of office by selection from the district affected.

### ARTICLE VI—MEETINGS

SECTION 1. An annual meeting of the Association shall be held at a time to be determined by the Executive Board.

SECTION 2. One regular meeting of the Executive Board shall be held each year at a time and place decided upon by the President.

SECTION 3. Special meetings may be held at any time and place decided upon by the Executive Board.

SECTION 4. Each member of the Executive Board shall be notified thirty days in advance of the time, place, and agenda of all meetings.

### ARTICLE VII—EXECUTIVE BOARD ACTION

SECTION 1. A majority of the elected members of the Executive Board shall constitute a quorum at any Executive Board meeting.

SECTION 2. If a member of the Executive Board is unable to attend a regular or a special meeting, he may name his own proxy; or failing to do so, his proxy may be appointed by the President. However, a proxy shall not count in computing a quorum.

SECTION 3. Decisions of the Executive Board shall be reached by a majority vote of the members present at a called meeting, provided a quorum exists.

SECTION 4. When necessary, voting by mail will be considered legal. In these cases the vote shall be made a matter of record and announced to the Executive Board.

### ARTICLE VIII—POLICIES

Policies affecting the Association may be proposed by any member, such problems to be considered and acted upon by the Executive Board at its next meeting.

### ARTICLE IX—AMENDMENTS

SECTION 1. Any member may propose an amendment to the Constitution. Such proposal shall be filed with the Executive

# UBEA IN ACTION

Board and shall have the signatures of at least twenty-five members of the Association.

SECTION 2. The Executive Board shall act upon the proposal at its first meeting following receipt of the proposal. If two-thirds of the members of the Executive Board favor the adoption of the amendment, the Constitution shall be considered amended.

SECTION 3. The Executive Secretary shall immediately notify the membership of such change.

## BY-LAWS

### ARTICLE I—DUTIES OF OFFICERS

SECTION 1. The President of the Association shall perform the duties common to such an officer, act as chairman of the Executive Board, and assume any other duties which the Executive Board may delegate to him. The immediate past President shall serve as a voting member of the Board for one year following his term of office.

SECTION 2. The Vice President of the Association shall perform the duties of the President when that officer is for any reason unable to function; also, in case of a vacancy in the Presidency, he shall assume the duties of the President until the next meeting of the Executive Board, at which time a successor shall be selected.

SECTION 3. The Treasurer and the Executive Secretary shall be responsible for approving all bills of the Association.

SECTION 4. The Executive Secretary shall serve as a non-voting member of all committees. The Executive Board shall designate his duties.

SECTION 5. There shall be an annual audit of the accounts of the Treasurer of the Association and a report submitted to each member of the Executive Board.

### ARTICLE II—ELECTION OF OFFICERS

SECTION 1. The President, the Vice President, and the Treasurer shall be elected for a period of one year. They shall be elected at the annual meeting of the Executive Board and shall assume their duties as of August 1, following their election. The officers need not necessarily be elected members of the Executive Board. A vacancy in any office shall be filled by appointment for the unexpired term by the Executive Board.

SECTION 2. The Executive Secretary shall be selected by the Executive Board. The tenure of office shall be at the discretion of the Executive Board, but in no case shall they commit the Association for a period of more than three years, subject to renewal by succeeding Boards.

### ARTICLE III—DUES AND TYPES OF MEMBERSHIP

SECTION 1. Regular Members: The dues for regular membership shall be \$2.00 annually. This entitles the member to the right to vote and to all services of the Association.

SECTION 2. Honorary Members: Honorary members shall be selected by the Executive Board. There shall be no dues for these members.

SECTION 3. Associate Members: Associate memberships shall apply to members of groups other than teacher organizations to be selected and dues determined by the Executive Board.

SECTION 4. Student Members: Dues for student memberships shall be \$1.00. This shall apply only to full-time undergraduate students who have not previously taught, and who shall be certified by the institution which they attend.

SECTION 5. Voting privileges are extended to regular members only.

### ARTICLE IV—AMENDMENTS

These by-laws may be amended at any quorum meeting of the Executive Board by a majority vote of the members present.

## ARTICLE V—COMMITTEES

SECTION 1. The Executive Board shall appoint whatever standing committees are deemed necessary to carry out the purposes of the organization. These may include:

- a. Publications
- b. Policies
- c. Membership
- d. Future Business Leaders of America
- e. United-Noma Business Entrance Tests
- f. Student Typing Tests
- g. Auditing

SECTION 2. The Executive Board shall appoint whatever coordinating committees are deemed necessary to carry out the purposes of the organization. These may include:

- a. American Vocational Association
- b. Joint Yearbook Commission
- c. United States Office of Education
- d. National Council of Business Schools
- e. Business Associations, such as the National Office Management Association
- f. Regional and other business teacher associations
- g. Advancement of international business education.

## ARTICLE VI—AFFILIATION

SECTION 1. Any business education group—local, state, regional, or national—may apply for affiliation with the United Business Education Association.

SECTION 2. Each affiliated business education group with membership up to fifty is entitled to one delegate to the representative assembly. Any affiliated business education group with more than fifty members is entitled to two delegates to the representative assembly. The representative assembly, which consists of delegates from the affiliated business education groups, shall function as a part of the Executive Board on the formulation of policies, plans, and activities of the Association.

## ANNOUNCING OUR EDITORS

J. FRANK DAME, *Editor*  
UBEA Forum

### ISSUE AND SERVICES EDITORS

April (1947) Distributive Occupations, William R. Blackler, Bureau of Business Education, Sacramento 14, California

May (1947) Office Standards and Cooperation with Business, Harm Harms, Capital University, Columbus 9, Ohio.

October (1947) Shorthand, Thelma M. Potter, Teachers College, Columbia University, New York 27, N. Y.

November (1947) Typewriting, John L. Rowe, Boston University, Boston, Massachusetts.

December (1947) Bookkeeping & Accounting, Milton C. Olson, Ball State Teachers College, Muncie, Indiana.

January (1948) Office and Clerical Practice, James R. Meehan, Hunter College, 695 Park Ave., New York, N. Y.

February (1948) General Clerical, Helen B. Borland, University of Colorado, Boulder, Colorado.

March (1948) Basic Business, Harold B. Gilbreth, Winthrop College, Rock Hill, S. Carolina.



# Cooperating Associations and Agencies

*In this and subsequent issues of the UBEA FORUM co-operating associations and agencies will be presented. The statement of functions and introduction of personnel of each group should be of interest to UBEA members. This month the UBEA FORUM takes pleasure in presenting to its readers the staff of the Office of Small Business, U. S. Department of Commerce.—Editor.*



**WILFORD L. WHITE, Chief**  
Management Division  
Office of Small Business  
Department of Commerce

*Dr. White has been a professor of Marketing at the University of Texas and at George Washington University. He has published books and articles in marketing and has been active in the American Marketing Association. He has served in the capacity of a director and at present is treasurer of the Association. Since 1934 he has been with the Department of Commerce.*



**RAYMOND W. COLEMAN, Chief**  
Extension Services  
Management Division  
Office of Small Business  
Department of Commerce

*With the exception of the war years during which time he was in the Army, Dr. Coleman has been at the Carnegie Institute of Technology since 1929. He has taught and written in the fields of economics, finance and accounting. Recently he has joined the staff of the Office of Small Business.*

## Business Education and the Department of Commerce

The goal of the United Business Education Association has been stated as that of stimulating and encouraging improvement in business education. In order to accomplish this, training must be offered to students which will give them a knowledge of business and the skill to use that knowledge effectively. In order to be realistic, the instruction given must be based on the facts of business.

The Department of Commerce has exceptional facilities for aiding the United Business Education Association to accomplish its goal. It has field offices, strategically located throughout the United States, from which a wide variety of useful business educational information and assistance can be obtained on topics of domestic as well as international commerce. Among the services offered are technical assistance to manufacturers, patent information, business and population statistics, and data on industries, markets and commodities. Trained personnel in the Department of Commerce field offices are prepared to provide these services on request.

Because of the economic importance of small business, special recognition is given to its problems by the De-

partment of Commerce. The Office of Small Business within the Department of Commerce has been organized for the purpose of strengthening the competitive position of small business. About 90 per cent of all business units are small enterprises which account for and provide approximately 45 per cent of all non-agricultural jobs. These facts are significant to instructors in the field of business education because large numbers of students will be employed eventually in small businesses.

The program of the Office of Small Business is founded on the needs of small enterprises as they are made known through requests for assistance. It is largely one of making the existing services of Government readily available and applicable to operators of small business. The Department of Commerce has vast stores of information that can be used to the advantage of this group.

This information, adapted to the needs of small business and placed in the field offices where it is readily available covers all phases of business management, from items of "know-how" to the overall operation of different types of enterprises such as grocery stores or machine shops.

There are three series of Commerce publications that deal specifically with the problems of small business. One series, composed of 40 books discussing the management of as many types of small business, is called the "Establishing and Operating" series. An introductory

## COOPERATING ASSOCIATIONS AND AGENCIES

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book to the series is entitled "Establishing and Operating Your Own Business." The books are available for purchase from the Superintendent of Documents and the Department of Commerce field offices at prices ranging from 10 cents to 55 cents.

The second series, which deals with specific practices of business operation goes under the name of "Small Business Aids." This is a continuing series, prepared by the Office of Small Business for the use primarily of counselors in the field offices. The Small Business Aids are of two kinds: first, abstracts or condensations of articles from business papers, trade journals, Government reports, and from other authoritative sources; second, case studies based upon the successful solution of business problems in a particular enterprise. These case studies are then used by counselors in helping other businessmen solve similar management problems.

The third series "Production Aids" are designed to fit the needs of the small manufacturer. They are prepared in the same manner as the Small Business Aids. Individual copies of Small Business Aids and Production Aids may be obtained without cost from the nearest field office of the Department of Commerce.

In the field of finance, the counselors serve operators of small businesses by helping them to determine capital requirements, the types of loans needed, acquainting them with information required by lenders, and the sources from which capital may be obtained. Information is also made available about taxes and the multitude of federal, state, and local laws and regulations that affect the establishment and operation of small enterprises. Specific aid is provided to operators of small businesses in obtaining the many government services and facilities available. Businessmen who are hampered by unfair trade practices are given assistance in obtaining relief, or in presenting their problems to the proper government agencies.

Special attention to the problems of the small manufacturer includes assistance in obtaining contracts from government procurement agencies and in obtaining sub-contracts from larger manufacturing concerns. Help in finding equipment and production materials not in normal supply, or in locating suitable substitutes, is also offered. Efficient methods of production and new uses for materials are investigated and this information given to any manufacturer who requests such assistance.

Another activity of the Office of Small Business consists of representing the interests of small business before other governmental agencies which are engaged in formulating policies and regulations affecting small business. It works with the Treasury and committees of Congress on taxation, with the Federal Trade Commission and the Department of Justice on trade practices, and with all agencies that exercise control over the supply of materials, goods, and equipment. Assistance is given to business and industrial organizations in pro-

moting the adoption of industry-wide codes of fair-trade practices.

In the Extension Service Program the cooperation of university schools of business is enlisted to expand the educational facilities available to operators of small business who want to learn more about various phases of business management, and to undergraduates who want to enter small businesses. The Office of Small Business encourages and assists chambers of commerce and other business groups to conduct business management conferences.

All the information resources of the Department of Commerce are opened to the personnel of educational institutions interested in the preparation or revision of business courses, in business research; in providing counsel for operators of small business. University bureaus of business research are encouraged to conduct special studies relating to the problems of small business.

The full utilization of these facilities by members of the United Business Education Association should do much toward making instruction in business education realistic. This, in turn, will strengthen future business leadership and provide a vital contribution to the sound economic growth of the United States.

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### Annual Convention

The first annual meeting of the UBEA Representative Assembly will be held in Cincinnati, Ohio, July 7. This meeting will precede the regular annual convention of the National Education Association's Representative Assembly and will be devoted chiefly to planning future activities of the Association. A luncheon session will be featured at the Cincinnati Club for UBEA members and special guests. Future conventions will be arranged with a full program of subject matter, inspirational, and social activities.

Reservations for hotel accommodations should be made to N.E.A. Housing Bureau, 910 Dixie Terminal Building, Cincinnati 2, Ohio.

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### Student Memberships

Full-time undergraduate students who have not had previous teaching experience may join the Association at a special rate of \$1.00 when certified by the institution they attend. Student memberships received in 1946 will expire July 31, 1947. Student membership applications filed between January 1947, and July 31, 1947, will expire on November 30, 1947. Student members receive one year's subscription to the official publications, but they do not have the privilege of voting for members of the UBEA Executive Board known as the National Council for Business Education.

# THE *Forum*

## Integrating Distributive Education in the Schools

*Advisory committees are most helpful in developing new programs in distributive education.*

By JOHN G. KIRK  
*Director of Distributive Education,  
Philadelphia Public Schools  
Philadelphia, Pennsylvania*

The relationship between theory and practice is often over-looked in education. Distributive education recognizes the importance of both factors in the preparation of students for careers in the field of distribution. Those responsible for its development believe that by close integration school and work experiences supplement each other and are vital to the success of the program.

Dr. Alexander J. Stoddard, Superintendent of Schools, in his report to the Philadelphia Board of Public Education in July, 1942, said in part about the program in distributive education:

"One of the most practical and yet most progressive projects which the Board of Public Education has undertaken recently was the inauguration of distributive education in senior high schools. This type of education is a departure from the usual secondary school offerings. The plan of training provides for school instruction correlated with work experience."

### **Cooperative Education**

Preparing young people for careers in distribution is of mutual interest to employers and distributive educators. Through the joint efforts of the members of these groups cooperative distributive education programs can be established. When organized the teacher-coordinator has a broad responsibility for the instruction, placement, supervision, and guidance of cooperative students. Every effort should be made to organize the classwork to meet the felt needs of the students as they arise in their respective jobs. During the time the students are in school they may work as a group or as individuals, or in committees. Thus, students employed in department stores find many common problems to investigate as a group; chain drug salespeople find much in common during committee research and study. This procedure leads to increased interest because it is based on a reali-

zation of personal and common need in the solution of real, live, everyday problems. The concomitant learnings of such a program need hardly be emphasized; they are so inherent in such situations.

### **Materials of Instruction**

Instruction covered in the classroom is put to practical use in business. The teacher-coordinator visits employers primarily to check the work progress of students. Comments and suggestions from employers and direct observations keep the teacher-coordinator informed of the needs of his students. The materials of instruction in such a program, therefore, are not static—not just so many pages to be memorized. It is a vital, living, constantly evolving program.

### **Preemployment Education**

Retail selling courses, without work experience, have been planned by many school organizations as one of the business vocational majors. At the end of the eleventh year in Philadelphia students may transfer to the cooperative distributive education program and all of their time is spent between theory and practice in preparation for careers in this field. The instruction provided in retail selling aims to give the student a broad view of store and service work as well as definite instruction concerning the selling knowledges and skills required. Information concerning merchandising methods of selling is of value not only to those who wish to obtain full-time employment, but also those who may later desire only part-time employment.

In no course is greater emphasis placed upon trait training, since personal reactions are so vital in selling relationships. Training in poise, manners, and ability in conversation and public speaking, too, are an important part of the course. Such personality factors as cleanli-



ness and tasteful dress receive emphasis; drill in arithmetic is provided to increase the student's facility in the performance of the fundamental processes and the need for legible handwriting is emphasized in all written work. Such instruction provides basic training for those students who elect the cooperative part-time program during the twelfth year.

#### **Foods Merchandising**

Advisory committees are most helpful in developing new programs in distributive education. In foods merchandising an advisory committee composed of leaders in the foods merchandising business in Philadelphia assisted in planning our program. The foods merchandising store, through the efforts of the advisory committee, was provided with the most up-to-date equipment so that the students could have actual store experience in meat cutting, as well as practice in the business procedures involved in the sale of groceries and produce.

The foods merchandise students have operated the store continuously since it was opened in 1938. They have assisted their teachers in buying meats, groceries, and produce, and in selling them to members of the faculty and custodial staff.

In addition to the experience obtained in the school store, the students have been placed in part-time cooperative jobs in chain and in individual stores.

The first class to complete the three-year course graduated in February, 1941. Because the course has provided students with an excellent background of information pertinent to the foods business, skill in meat cutting, and ability to sell food products, the placement has been exceptionally high. The foods business is very much in need of trained beginners. Students with the right qualifications who elect this course are assured of placement in worthwhile positions. A brief outline of the course follows:

**First Year: Study of Groceries**—Study of the principles of salesmanship and merchandising as applied to groceries and produce.

Practice in the school foods store in the business procedures involved in the sale of groceries and produce.

Related instruction in mathematics, art, and social studies.

General education including English, hygiene, and physical activities.

**Second Year: Study of Meats**—Study of store management and advertising as applied to meats.

Practice in the school foods store in selecting, buying, pricing, cutting, displaying, and selling meats.

Related instruction in mathematics, science and social studies.

General education, including English, hygiene, and physical activities.

**Third Year: Part-time Cooperative Store Practice.** Students are placed in part-time positions in meat and grocery stores where they obtain work-experience at a wage comparable to that of regular beginning employees. This practice in actual retail store operation alternates with school periods in which the students study the policies, systems, and problems of store work.

The instructor for the part-time cooperative class is responsible for the placement of the students on the job, the follow-up of their store work through interviews with the employers, and the coordination of the classroom instruction and work experiences.

The school and work schedule is as follows:

<i>At Work</i>	<i>In School</i>
Monday afternoon	Monday morning
Tuesday afternoon	Tuesday morning
Wednesday morning	Wednesday afternoon
Thursday afternoon	Thursday morning
Friday all day	
Saturday all day	

Through the cooperation of the Pennsylvania Chain Store Council, the students of the foods merchandising classes were invited by Dr. Nixon of Penn State College to spend a week at Camp Potato, the experimental farm of the Pennsylvania Potato Growers' Association. At the camp the boys were paired with farm boys who were members of The Future Farmers of America. As an outcome of this experience, the students of the foods merchandising classes have formed an organization known as The Future Foods Merchants of Pennsylvania. Last spring the instructor and representative members attended the dinner of the Future Merchants of Philadelphia.

#### **Other Activities**

Space does not permit of a discussion of many interesting and cooperative activities carried on by distributive education personnel. The success of the programs depends upon the active participation of distributive educators in business and community affairs. Such activities as War Bond Drive, In-Service Training, Employed Personnel, Veterans Education and Future Merchants of Philadelphia aid much in developing good public relations.

*Students decorate neighbors' stores with War Bond Drive displays.* The community is becoming increasingly aware of its schools and teachers and of the effectiveness of their services. In order to popularize War Loan Drives, a representative of the U. S. Treasury Department suggested that the schools decorate vacant store windows in their communities. Classes in distributive education in the several high schools participated. Decorating the store windows gave the students an opportunity to apply the principles of display learned in the classroom. The Friday, June 16th issue of the *Evening Bulletin* carried a picture and an article about a window decorated by the students in distributive education at the Gratz High School, as follows:

"Students Aiding War Bond Drive. A mop-swinging,

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***"Distributive education is new. It's practical"***

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hammer-wielding brigade of youngsters is busy in North Philadelphia these days polishing glass and banging away for the sake of the war effort.

"Boys and girls fresh from their studies in the classrooms climb stepladders to paste up multi-colored streamers of paper and posters telling Philadelphians why they should buy War Bonds.

"You can see them any day puttering around the windows of their neighborhood stores, making things look attractive, emphasizing the vital messages in the displays with artistic touches.

"Methods in window displays is part of their course and so it was natural that they should be chosen to hang up posters distributed by the War Finance Committee. "Neighborhood real estate men have entered into the spirit of the project and are lending the windows in vacant stores for the displays. Help also comes from residents who furnish mops, buckets, pails, stepladders, and other equipment needed by the youngsters.

"Even the kids in knee pants are helping their older brothers and sisters, acting as messengers and doing other odd jobs."

Besides using store windows as an effective advertising medium for the War Loan Drives, the distributive education classes decorate store windows each year for the Community Chest organization.

#### **In-Service Training**

In order that school personnel learn more about the distributive education program — its purpose and problems, an in-service course for teachers and guidance and placement officers is being offered. The information given below appears in the in-service pamphlet listing such courses:

"Distributive Education — Its place of importance in secondary education.

"This series of meetings will be of particular interest to guidance and placement officers, business teachers, and men and women interested in business education.

"This increasingly important phase of secondary education is the front line of public relations between school and business. Some thousands of Philadelphia boys and girls are employed in distributive occupations. They speak for the school.

"Distributive Education is new. It's practical. You will have an opportunity to meet some of the important business executives of Philadelphia. They will discuss with you the opportunities for youth in the distributive occupations. Merchandising is a

career challenging the best students in any school system. The future merchants of Philadelphia are in the classroom now. If we have an up-to-the-minute commerce viewpoint, we shall be in a better position to give advice and guidance. Our own personal public relations program will become increasingly more effective."

#### **Employed Personnel**

Distributive education courses in Philadelphia have been organized in schools at locations convenient for different groups of employed personnel and in business establishments and their merchants association offices. The length of the courses varied depending upon the subject matter and the needs of the groups. The success of these classes was due largely to the fact that the classes were organized at a time and place convenient for those who wished to take advantage of the opportunity which the schools were offering.

Among the courses given were Meat Cutting, Meat Dealers' Conferences, Retailing, Real Estate and Insurance Selling, Job Relations, Job Instruction Conference Leading, Merchandising Salesmanship Principles; Food Distributors' Conferences, Fundamentals of Retailing, Retail Business Classes, Store Managers' Problems, Employee Relations, Retail Merchandise Problems, Merchandise Control, Related English, Buyers' Arithmetic, Salesmanship, Textiles, Non-Textiles, Color-Line and Design, Fashion, Interior Decorations, Display and Advertising.

#### **Veterans' Education**

The veterans' distributive education programs are sponsored by the Veterans Bureau and the School District of Philadelphia, Department of Superintendence, in cooperation with the Business Education and Veterans Counselor Service Committees of the Domestic Commerce Bureau of the Chamber of Commerce and Board of Trade of Philadelphia, and directed by the Divisions of Veterans Education and Distributive Education.

Veterans' Distributive Education classes may be held in business establishments or in vocational schools. When classes are organized for business establishments, the veterans receive their instruction and on-the-job training at the places of business of the cooperating firms. Veterans who enroll in vocational schools receive their instruction at the school and work-experience in various business establishments. When classes are held in business establishments, the schools provide the instruction without cost to the cooperating firms.

## Cooperative Retail Training in the University

*A successful cooperative-training program requires constant and close supervision.*

By HANS E. KRUSA  
*Assistant Professor of Retailing  
New York University*

Two major objectives of cooperative training in the university school of retailing are: (1) to provide the students with a carefully planned and diversified program of work experience and training; and (2) to provide the cooperating stores, during and following the training period, with a reservoir of capable workers and potential executives. With these objectives in mind, it soon becomes apparent that the planning of a comprehensive work experience program centers around two major questions: first, the *scheduling* or *timing* of students' work in stores; and, second, the *character* of the students' work in stores. Both of these questions require thoughtful consideration before any recommendations are made.

### **Scheduling of Student Work**

The duration of the work experience period is determined in large measure by the calendar of the college year. Since there seems to be considerable merit in planning the work experience for students in at least two different stores during the year, the scheduling might center around this idea. The normal college year is divided into two terms of approximately sixteen to eighteen weeks each. Approximately twelve weeks of each term are allotted to store work. This allows four to six weeks in each term for the preparation of reports and study for examinations. Two main plans are used in the actual timing of the work experience for the twelve-week period.

*Plan I*—Students are assigned to full-time school work and to full-time store work during alternate periods (alternate days, weeks, or months). Examples: (1) school work on Mondays, Wednesdays, and Fridays; store work on Tuesdays, Thursdays, and Saturdays; or (2) school work during the first week in October; store work dur-

ing the second week; or (3) school work during October; store work during November.

*Plan II*—All students may be assigned to part-time school work and part-time store work by having them spend the mornings in the classrooms and the afternoons and all day Saturdays in the stores.

Of the several objections to this procedure, two are especially significant. The stores may protest that part-time students arrive at the stores at an inopportune hour, usually 1:00 p.m., and that they are present in the stores too short a time to be fitted into regular work and training schedules. Also, by serving in the stores during the afternoons only, the students are not exposed to all the types of work that are carried on in the departments to which they may be assigned.

*Compromise Procedure.* To gain the advantages and to overcome the disadvantages of the two procedures outlined above, it is often possible to adopt a combination of the two plans. Such a compromise combines part-time and full-time school work with part-time and full-time store work as follows:

Store work—four weeks of full-time work (including the periods preceding Christmas and Easter) and eight weeks of part-time work (during the afternoons and on Saturdays).

School work—four weeks of full-time attendance (two weeks at the start and two weeks at the end of the term) and eight weeks of part-time attendance (during the mornings, Mondays through Fridays).

While the students are engaged for four weeks in full-time store service, they may work all day during the customary store hours, just as do regular full-time employees. While engaged for eight weeks in part-time store service, they would work during the afternoons (Mondays through Fridays) from 1:00 p.m. to closing time and for the entire day on Saturdays.



***"A cooperative-training program must be as dynamic as the stores themselves"***

**Character of Work**

In planning a well-rounded program of training, a committee of store executives, whose members represent the cooperating stores, formulates its ideas for work to be performed by the students in the stores. At the same time, a committee representing the school or college prepares its recommendations for student work experience designed to complement and balance properly the classroom instruction. The next step is a conference of the two committees during which a workable compromise agreement will be reached.

**Nonselling Experience**

An ideal plan of work experience will include non-sales work as well as sales work with the student's store work being divided about approximately equally between each type of work. Moreover, instead of merely assigning a part of the work period to "nonselling," it is preferable to specify the nature of the work and the exact period in which it is to be performed. The following list suggests some of the nonselling departments, and work experience to which the students may be assigned in the respective departments.

**NONSELLING WORK EXPERIENCE**

<i>Nonselling Departments</i>	<i>Possible Work Experience</i>
Adjustment department	Interviewing customers; tracing complaints; following up adjustments; keeping "tracing" records; returning merchandise to departments.
Credit and accounts receivable departments	Interviewing applicants for new accounts; processing of credit and salescheck authorizations; handling customer returns.
Control division	Making entries in books of account; analyzing accounts for special data; auditing of saleschecks; assisting in preparation of sales, expense, and other reports.
a. Accounts payable office	
b. Audit and statistical departments	
Receiving department	Order checking; opening incoming parcels; verifying contents against orders; marking merchandise.
a. Reserve stock rooms and warehouse	Checking merchandise into stockrooms and out to selling departments; delivering merchandise to selling floors; keeping stock records.
Merchandise offices	Keeping stock-control records; working in unit control office.
a. Merchandise control office	
b. Merchandise managers' and buyers' offices	Acting as clerical assistants (filing, record keeping, making out orders, typing); serving as research aids, messengers, or general assistants.
Comparison bureau	Shopping own and competing stores for merchandise and service; shopping own store's and competing stores' advertising.
Mail and telephone order department	Open mail; working at telephone-order board; recording and filling orders; handling routine correspondence.
Testing bureau	Aiding technicians in simple tests; reporting to buyers and writers results of tests.
Advertising department	Taking proofs to departments for buyers' approval; checking to see that ads are posted in selling departments; keeping scrapbooks.
Display department	Helping to prepare backgrounds and fixtures for displays; aiding in installation of displays.
Personnel office	Conducting preliminary interviews; filing; assisting record clerks; keeping and analyzing employee rating records.

An additional type of nonselling work, which should prove highly acceptable to stores, students, and school, is

that of the section manager. Some stores use the term "service manager" or "floor manager" for the junior executive who is charged with seeing that each customer is served and that each transaction is made as pleasant as possible. Many stores consider this position as possibly the best single training ground for potential executives.

**Presentation of Program**

One of the most important of these concerns the manner in which the program is to be presented to the stores. Unless it is presented first to top management executives and unless they are convinced of the worth of such a program, it may enjoy only a short existence. After the program has been accepted by the top level it must be presented, preferably by school officials, to the management executives who will be responsible for its execution in the stores. It may be advisable to retain one of the senior members of the firm in an advisory capacity so that the significance of the training will not be forgotten.

**Selection of Students**

Care must be exercised in the selection of students for the various stores. Each store has a slightly different personality. The personality of the student must match that of the store, if the student is to be successful in that store. Rather than a mere arbitrary assignment of students to stores, each store is granted a preliminary interview to determine the acceptability of the student. In this manner students may be informed that their eligibility for participation in the cooperative training program is contingent upon their acceptance by a store.

**Follow-Up by Coordinator**

Students are "followed-up" on the job by a coordinator.

Two devices are used by the coordinator to check on individual understanding and advancement. One is a work experience "workbook," and the other a rating sheet. The workbook is designed to help the student derive the greatest value from his store work. It directs the student's thought toward the significant parts of his training. One method of doing this is to ask pertinent questions which, in the course of answering, will force the student to inquire into the organization and function of the several departments in which he works. The workbook also serves as a diary in which the student may record his reactions to his work experience. A study of these workbooks at the close of a training program may prove valuable in shaping the course of future programs.

The rating sheet is designed to give the stores' reaction to the student. It also is a barometer to the stores' opinion of the program as a whole.

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*"Training begins when the employment interview ends!"*

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## Better Selling Begins With Better Training

By ANNE SAUM  
Manager, Staff Training Department,  
Macy's, New York City

Photograph by Henk Moonen, Long Island, N. Y.

*A supervisor introduces a new salesclerk to her sponsor on the selling floor.  
Macy's, New York City*



Retail sales training is now facing its zero hour, for it has before it the task not only of equipping a selling force with the usual tools required for the job, but of rehabilitating attitudes and changing habits acquired over a period of six years of dealing with a public starved for goods, willing to accept shabbiness in standards of merchandise, and grateful for the slightest crumb of service. The "good old days" of the seller's market are rapidly passing from the scene, and the competitive days when buyers may be choosers are fast returning.

### Services of Training

The function of training itself has taken on new aspects, and new importance. No longer does store management look on training as the job of specialists who make up a training department to whom both management and merchandising can transfer their employee problems, and thus shed their responsibilities for salesclerk performance. Management today recognizes that *training and supervision are inseparable*, and that training is a prime responsibility of line operations.

This philosophy permeates the Macy organization and is the keynote of the company's general training program. The Staff Training Department of Macy's serves two functions: it is a training-aids department which serves management, and it is the instructional unit for those parts of the program for which centralization is either expedient or economical.

### Initial Training Period

The training period for newly employed salesclerks covers a period of two weeks of 40 hours each, 66% of

which is spent in on-the-job training, and 34% in classroom instruction. Of the period spent on-the-job, 72% of the time may be considered productive selling.

### Program Content

*Reception and Store Orientation* (5¼ hours). Trainees are received on reporting day by members of the Training Department and introduced to their respective supervisors at an informal welcoming session during which coffee is served. Thus the supervisor-employee relationship is established at the point of entry, and its importance is recognized. Formal sessions conducted by the Training Department include indoctrination in company history, policies, organization, rules and regulations; a searching examination of the content of the selling job; acquaintance with store services and locations—both for employees and customers. Part of this is accomplished through an orientation sound movie, "This is Macy's," which was produced and incorporated in the program in late 1946.

*Department Orientation* (2¾ hours). Immediately following the morning coffee session each trainee is escorted by her supervisor to the department for which she has been employed. Here she is introduced to the department sponsor who under the direct guidance of the supervisor, acquaints her with the department personnel, time-recording procedures, physical layout of floor and department, department locations, and a general introduction to department merchandise.

*Selling System* (17 hours). Classroom instruction in the mechanics of salescheck system and register operation is presented through the medium of selling situa-

tions. Simple transactions are taught during the first week, and infrequent and more involved transactions are taught on the last day of the training period.

**System Application and Merchandise Information** (14 hours). The sponsor under the guidance of the supervisor, teaches (on-the-job) departmental deviations in system, special procedures, and fundamental merchandise facts. The trainee during this period does not function as a salesclerk, but is guided by the sponsor in practice of the mechanics taught in classes. Each period of sponsoring is co-ordinated with the classroom instruction which preceded it.

**Principles of Selling** (3 hours). A series of three meetings is conducted by the Training Department to establish in salesclerks an attitude of friendly, helpful service, and to point out some of the selling actions and expressions through which the salesclerk can make Macy's a pleasant place to shop.

**Performance Standards** (1 hour). The Personnel Representative of each selling division conducts an informal session devoted to an explanation of the standards by which salesclerks are evaluated, the merit rating system, and the responsibilities of union membership.

**Telephone Practices** (1 hour). Efficient and courteous use of the telephone is taught through the medium of a sound movie. Such instruction is directed toward the courteous handling of the many Macy customers who shop by telephone, as well as the efficient use of the instrument in the conduct of intra-store business.

**Guided Selling** (38¾ hours). Upon completion of the

first three days of instruction in Selling System, the trainee becomes operative in the department, writes her own saleschecks and operates her own register. All transactions are checked by the sponsor or supervisor and such guidance as is necessary is given.

#### **Audio-Visual Aids**

Audio and visual aids are used liberally in all phases of classroom instruction. In addition to the movies mentioned previously, "This is Macy's" and "Telephone Efficiency," such aids include charts, posters, cartoons, form reproductions, sound-slide films, and demonstrations.

#### **Evaluation**

Objective tests are used to measure the effectiveness of training in each area. Such tests are given in the Training Department, and results are made available to selling floor supervision. Test results provide a basis for the immediate elimination of employees whose substandard performance prognosticates unsatisfactory adjustment to the job. Such results may also indicate a need for further training or highlight training weaknesses. Correlations of test results with employee performance ratings obtained after the first forty-five days of employment are used to validate the tests and establish training standards.

Results of the tests in areas of on-the-job training are used by the supervisors as case material in the training of sponsors and the strengthening of their own supervisory activities.

## Sales Personality Training

*It is imperative that the business worker should be conscious of and know how to create a good impression.*

**WILLIAM R. BLACKLER**  
*Bureau of Business Education  
State Department of Education  
Sacramento, California*

What is personality? What personality traits are required for doing sales work successfully? What traits should be guarded against? What is the importance of a pleasing personality in selling, both over the counter and the telephone? These are some of the conference questions that are considered by groups of salespeople

during the course, "Sales Personality Training."

The major purpose of "Sales Personality Training" is to provide a means by which the salesperson may survey his sales personality and through instruction and conferences with others discover opportunities for and ways of self-improvement. The training course is con-



ducted by the use of a leader's manual issued by the Bureau of Business Education of the California State Department of Education. (Business Education Publication No. 22, 1945.) This manual contains a detailed script and guide for the leader and answers to the various problems that are considered.

#### **Conference Method**

The program consists of four meetings of one and one-half hours each plus one or two hours utilizing the conference method with all members participating. Through this method of group consideration of problems, every individual has an opportunity to contribute and learn and to develop personal characteristics and attitudes desirable for good human relations in selling.

The salespeople meet in groups of fifteen to eighteen. A spirit of informality that is conducive to freedom of discussion is generated at the first session and continues throughout the series. Each member is encouraged and expected to take an active part and to assist in summarizing and evaluating the ideas brought out in the discussions. Everyone is asked to put into practice the suggestions for personality improvement advanced by the group and to report on the results obtained.

#### **The First Meeting**

In opening the first meeting the leader follows the guide and script and explains the objectives and procedures of the conference meetings. The *first objective* is to help salespeople to analyze their personal attitudes toward their work and their fellow employees and to use the information acquired through group discussion to improve in those attitudes and traits that are desirable to a business position. The *second objective* of the course is to apply the understandings acquired on attitudes and traits in the development of an effective personality as it is exemplified (1) on the sales floor, and (2) over the telephone.

In order to provide a basis of common understanding as to what is meant by personality, the leader poses the following question, "What does the word personality mean to you?" The members give their ideas and the leader contributes from a list of nine definitions included in his manual. These include:

1. The sum total of what we *do, think, and say.*
2. The reactions of others toward us.
3. What others *see* in us.
4. Those characteristics that make one individual different from another.
5. Combination of personal qualities that give distinctiveness to an individual.
6. The *impressions* that we create in the minds and eyes of others.
7. The way in which we are regarded by other people.

Following this informal discussion the leader places

upon the blackboard or a large sheet of paper (approximately 40 x 50 inches) this question: "*What personal qualities are required for doing sales work successfully?*" All responses of the group to this conference question are written down. Very often the number of contributions will exceed fifty. As this listing takes place, very little time is taken for comments, because future meetings are devoted to analysis and discussion of qualities and their place in selling.

After this conference discussion has been concluded, the group is asked to respond to the following question: "*What personal traits should be guarded against in sales work?*" After writing this question on the conference recording chart the leader remarks, "We all agree, I'm sure, that we could put down the opposites of every one of the good qualities that we have just listed. We will take this for granted and endeavor to put down *other traits* that should be guarded against in selling." The contributions of the members are written down in numerical order as before.

The lists of positive and negative personality qualities and traits are preserved for later reference. They are used at this stage of the meeting for comparison with a Sales Personality Chart which is distributed to the group as a basis for discussion and self-evaluation. The blank is arranged as a balance sheet and instruction is given as to its use and the computation of the "net worth" section.

A voting sheet is then distributed for the purpose of determining the ten highest rated assets and the five negative traits which are considered to be most detrimental in sales work. These assets and liabilities form the basis for a major part of the discussions of the next three meetings.

#### **The Second Meeting**

At the opening of the second session, the leader reviews the previous discussions and the selection of ten top-ranking assets and five liabilities. These are read to the group. He mentions that they are going to be taken up individually in order of ranking and that the procedure will be to, (1) see what is *meant* by each quality or trait, and (2) how it can be either developed, or "weeded out" in selling. Also a program of personality self-development will be presented.

The leader's manual contains detailed reference notes on each of the qualities or traits included in the Sales Personality Balance Sheet. Under each of the twenty assets and the nine liabilities is given (1) a business definition, (2) a conference topic, and (3) a list of suggested answers to or ideas on the conference question. These latter, ranging from ten to twenty, were accumulated from conferences of sales people and were incorporated in the manual for use by the leader.

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*"Think personality—be personable"*

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Following are the names of the Sales Personality assets and liabilities, the business definitions, and the conference topics. Space does not permit the inclusion of the answers given in the leader's manual for each quality or trait.

**Assets**

1. **ALERTNESS**—Being wide awake; keeping your "eye on the ball."  
*Conference Topic:* What are the ways in which the salesperson shows that she is alert?
2. **CHEERFULNESS**—In good spirits; happy disposition.  
*Conference Topic:* What are the advantages of being cheerful on the job?
3. **COOPERATION**—Working with others willingly; contributing to the work of the group.  
*Conference Topic:* In what ways is it possible for salespeople to cooperate with one another?
4. **COURTESY**—Politeness; consideration for others.  
*Conference Topic:* How can we express courtesy in selling?
5. **DEPENDABILITY**—Reliable; trustworthy; can be counted upon.  
*Conference Topic:* What makes the salesperson dependable?
6. **ENTHUSIASM**—Keen interest; being sold on something yourself; telling others about it.  
*Conference Topic:* How can enthusiasm be demonstrated in selling work?
7. **HONESTY**—Open and above board; upright; honorable.  
*Conference Topic:* What opportunities does the sales employee have to demonstrate honesty?
8. **INDUSTRY**—Finding jobs to be done; keeping busy.  
*Conference Topic:* How can the spirit of industriousness be developed?
9. **INITIATIVE**—Working on your own; self-starting; finding jobs to do without being told.  
*Conference Topic:* Indicate specific ways in which the salesperson uses initiative.
10. **INTEREST IN THE CUSTOMER**—Liking for people; sincere desire to help others; making the customer feel her importance.  
*Conference Topic:* What proofs does the customer have that the salesperson is interested in her?
11. **INTELLIGENCE**—Understanding; meeting situations quickly and satisfactorily; having the right answers.  
*Conference Topic:* What prompts a customer to remark, "She certainly is an intelligent salesgirl"?
12. **LOYALTY**—Good faith; standing up for the store, your supervisors, and fellow employees.  
*Conference Topic:* How can a salesperson display loyalty?
13. **MEMORY**—Ability to recall quickly; keep in mind; power to remember.  
*Conference Topic:* How can we use memory in sales work?
14. **ORDERLINESS**—Keeping things "ship shape" and straightened up; systematic.  
*Conference Topic:* Indicate the needs for orderliness in selling.
15. **PATIENCE**—Self possession; keeping cool; waiting for the other person to decide or make a move; don't "race your motor."  
*Conference Topic:* What are the advantages to the salesperson of being patient?
16. **PERSONAL APPEARANCE**—Appropriately dressed; well groomed; in good taste.  
*Conference Topic:* What is required for a good personal appearance?

17. **POISE**—Ability to handle yourself correctly in a situation; calmness; self-possession.  
*Conference Topic:* In what ways does the salesperson show that she has poise?
18. **SENSE OF HUMOR**—Being able to see the funny side; light-hearted; not taking yourself too seriously.  
*Conference Topic:* What are the benefits of having a sense of humor and using it?
19. **SINCERITY**—Genuine; real; being in reality what you appear to be.  
*Conference Topic:* What are the values of being sincere?
20. **TACT AND DIPLOMACY**—Working smoothly in difficult situations; keeping others in good frame of mind.  
*Conference Topic:* How can we be tactful and diplomatic in sales work?

**Liabilities**

1. **ANNOYING MANNERISMS**—Personal habits that attract attention; little things that annoy others.  
*Conference Topic:* List the mannerisms of salespeople that annoy customers and fellow employees.
2. **FAMILIARITY**—Overstepping social conventions; boldness; lack of self-restraint.  
*Conference Topic:* How does familiarity on the part of the salesperson react on the customer?
3. **GIVING EXCUSES**—Passing the buck; not willing to face the facts.  
*Conference Topic:* How does continually giving excuses affect an employee?
4. **INDIFFERENCE**—Lack of concern and interest; taken up with other things.  
*Conference Topic:* What are the ways of overcoming indifference?
5. **JEALOUSY**—Envious; suspicious; not willing to give credit.  
*Conference Topic:* How can jealousy be weeded out of a person's makeup?
6. **PROCRASTINATION**—Putting off until tomorrow; delaying; holding out.  
*Conference Topic:* What are the effects of procrastination in a sales department?
7. **RUDENESS**—Discourteous; hurting the other person's feelings (even unintentionally); impoliteness.  
*Conference Topic:* How do we know when we've been rude?
8. **TENDENCY TO ARGUE**—Always taking the opposite viewpoint; not willing to listen; contrariness.  
*Conference Topic:* How does the tendency to argue react on the individual?
9. **TENDENCY TO COMPLAIN**—Finding fault; looking for things to "gripe" over; looking on the dark side; thinking of yourself first.  
*Conference Topic:* What suggestions do you have for taking the "whine" out of "whiners"?

Each member is given a note book for recording the results of the conferences. On each page is listed three of the personality qualities or traits, together with business definitions, and conference topics. Ample space is provided for writing in the suggestions that come from conference discussion of each item.

The leader takes up the first ranking asset, writes it on the conference recording chart and refers the group to their note book for the definition and conference topic. After the leader has completed recording the ideas of the group, these are then written down in the member's note

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*"Personality can be improved if we make the effort"*

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books. Then the next item is taken up and the same procedure followed.

Assets and liabilities are alternately discussed, so that group thinking may be kept alert.

#### Third Meeting

During the third session the conference work is continued on personality assets and liabilities. After each item is discussed, the results are transferred to the note books of the members.

#### Fourth Meeting

The first portion of the fourth meeting is devoted to discussions of the remaining personality assets and liabilities. An endeavor is made to cover all selected at the first meeting and as many more as time permits. As in the preceding meetings, the results of the conference discussions are recorded by each member in his note book. This gives him a complete set of reference notes for review and study.

An important feature of the fourth meeting is the introduction of the "Plan for Personality Development." Following is a copy of this chart.

#### California State Department of Education Bureau of Business Education

##### Chart IV

##### Plan for Personality Improvement

*Introduction*—It is generally recognized that *PERSONALITY* can be *DEVELOPED*. This means that every person can *SET A GOAL* for himself, namely the development of a *PLEASING PERSONALITY*, and work toward the achievement of his objective. It will take *time* and *concentration*. But the reward in terms of *personal happiness* and the *good will of others* will be even greater than the effort expended.

The following plan is suggested to assist those who *DESIRE TO IMPROVE* and who wish to get a larger measure of personal satisfaction from their *WORK* and their contacts with *PEOPLE*.

##### I.—*THINK PERSONALITY—BE PERSONABLE*

*First*, identify the traits, attitudes, and other factors that make up *PERSONALITY*, i.e., cheerfulness, honesty, sincerity, and so on.

*Then*, determine the way in which each is expressed.

*Next*, make a *CONSCIOUS AND DEFINITE EFFORT* to bring these personality characteristics into *PLAY* when and wherever possible, at home on the way to and from work, in the store, and in social groups.

##### II.—*"ACCENTUATE THE POSITIVE—ELIMINATE THE NEGATIVE"*

(This is the title of a popular song that has significance in personality improvement.)

*Concentrate* on the *PLUS SIDE* of the Personality Balance Sheet. Build up the *ASSET* score. Think positively! Act positively. In so doing, there will be less likelihood for the negative traits to come out.

##### III.—*REACH OUT—NOT IN*

*Think* of the other person—put yourself in his shoes.

*Give* more attention to the other person—less to self.

*Take* up a hobby if you don't already have one.

*Remember* that everyone else has plenty of problems these days, too.

##### IV.—*MORE GIVE—LESS GET*

It's *SERVICE* to others that really counts. "He profits most who serves best."

Question yourself: "What will the other fellow get out of it?" and not, "What will it mean to me?"

Don't consider *today* only in selling, but *tomorrow* and the *day after*, and so on.

##### V.—*MAKE PERSONALITY A HABIT*

Start today: *Think Personality*—Concentrate on the *PLUS SIDE*.

Do the same tomorrow—and the next day, and the next.

Each will be easier than the last.

Don't let exceptions or mistakes occur.

##### VI.—*HOW AM I DOING?*

Check daily on the *PLUS* and negative scores.

"Where did I miss an opportunity to improve?"

Ben Franklin carried a notebook and worked on one trait at a time. Set up goals for yourself. Select a book or two to read in the field of *PERSONALITY*. **REMEMBER: PERSONALITY CAN BE IMPROVED, IF WE MAKE THE EFFORT THE TIME TO BEGIN IS NOW!**

Each suggestion on the plan is discussed with the suggestion that each member concentrate upon one quality each day and endeavor to use the suggestions of the growth in its further development and use in sales work. The members are encouraged to follow the "One-a-Day Plan" each day until the entire list has been covered. They are asked to observe others to see how they exemplify the qualities and traits which were discussed.

#### The Fifth Meeting

The last session is devoted to telephone personality and techniques in effective use of the telephone. Stress is placed on the fact that to the other person on the line, the salesperson represents the business firm. What is said and how it is said are indications of the way the firm does business. Consequently, it is imperative that the business worker should be conscious of and know how to create a good impression. The skills and techniques are presented by means of the following telephone techniques check sheet. The form follows the sales personality check sheet previously discussed.

#### California State Department of Education Bureau of Business Education

##### CHART V

##### Telephone Techniques Personal Check Sheet

##### ASSETS

##### Qualities to be Developed

##### INCOMING CALLS:

1. Answer promptly.
2. Speak cheerfully, naturally, and distinctly.
3. Identify the department.
4. Be prepared for the call. Have pencil, reference material and memorandum forms.
5. Be courteous.
6. Secure and use correct titles and names.
7. Follow through on calls.
8. Stay on line until call is complete.
9. Verify name, number, and message of caller in absence of party called.

##### OUTGOING CALLS:

10. Give correct number.
11. Identify your department.
12. Stay on the line.
13. Follow through on calls.

##### LIABILITIES

##### Qualities to be Guarded Against

1. Lack of adequate information.
2. Curtness.
3. Lack of interest.
4. Side chatter.
5. Failure to deliver message.
6. Using business telephone for social calls.



Each item on both sides of the check sheet is discussed informally. No provision has been made for personal rating upon the various items.

At this stage of the meeting a series of scripts of telephone calls is introduced. Each one demonstrates the right and wrong way of handling certain types of calls in connection with sales work. Members of the group are asked to take part in this dramatization of the handling of telephone conversations. Added interest is secured through the use of the Mirrophone (Voice mirror) which is an electric recording machine which utilizes a steel tape for picking up dictated or spoken material. The recording may be played back several times and used for speech improvement purposes. The Mirrophone reproduces the telephone voice with a high degree of fidelity and affords the group an opportunity to hear their telephone voices as they are heard by others.

As added features, time permitting, a sound motion picture on telephone techniques may be shown and book-

lets on telephone usage be distributed. Arrangements for these may usually be made through the local telephone office.

#### **The Manual**

Copies of the leader's manual for "Sales Personality Training" have been sent to every state supervisor of distributive education in the respective state departments of education. It is likely that reference use of these manuals may be had by interested teachers of business subjects. The supply of manuals of the California State Department of Education is exhausted, and it will not be possible to comply with any requests from business teachers.

It is hoped, however, that the plan of training including the charts that are used has been presented in sufficient detail that a teacher of distributive subjects could carry on the training. By recording the results of several series of meetings, the instructor would have access to materials which could be used with other groups.

## Cooperative Distributive Training in the Junior College

*Although a teacher may have had wide experience in the retailing field, it is a bewildering and time-consuming task to determine what and how to teach cooperative students.*

By VIRGINIA GOHN  
*Teacher-Coordinator of Retailing,  
San Francisco Junior College,  
San Francisco, California*

The title "teacher-coordinator" falls short of connoting fully the responsibilities of the position because the counseling and guidance aspects of the work are not immediately apparent. One of the important phases of the teacher-coordinator's work is a preliminary one—that of selecting the right students for the course. This calls for counseling and guiding the student toward or away from the retail field in accordance with his aptitudes and objectives. Probing is required to disclose the student's objectives behind his desire to enroll in the course and his reply to the question "Why do you want to take the cooperative retailing course?" will reveal his objectives.

Recent interviews with prospective students for the cooperative course at the San Francisco Junior College brought forth these replies:

"Ever since I was a little girl I have wanted to work in a store."

"I want a job that gives me contact with people."

"I love clothes."



*Classroom retail selling unit San Francisco Junior College  
San Francisco, California*

"My uncle is a buyer and he thinks I can be successful in store work."

"My aim in life is to be a buyer."

"I've tried lots of jobs but none of them have interested or satisfied me. Maybe retailing will."

"I don't know what I want to do. I'd like to try retailing"

to see if I like it."

"My goal is to get married, but I want to learn how to earn a living first."

"I want to get ahead in retailing. This course should help my chances for advancement."

"I believe a college education is considered important in stores today. That's why I'm here."

"I need the money."

These comments indicate two important student objectives: 1) to find employment that interests and satisfies the student; 2) to enter a field which offers opportunities for advancement.

#### **Teacher Objectives**

Student objectives in cooperative training are not as far-reaching as teacher objectives which take into consideration the welfare of the store and the customer. However, teacher objectives must not ignore the goals set up and defined by the students.

The teacher is aware of the fact that the student with the right qualifications has the greatest chance of attaining satisfaction and success in store work. Consequently she seeks extroverts who possess some self confidence and resourcefulness, as well as an enquiring mind and good health. Given the right material to work with, the teacher's next objective is to help the student make a satisfactory adjustment to the job through the development of understandings and skills necessary for success-

ful job performance and through interpreting job experiences.

Another teacher objective is the promotion of proper attitudes of the student toward customers, fellow employees and employer by arousing his appreciation of such values as good human relationships, the "willingness to serve," courtesy and honesty. To prepare the outstanding student for the possibility of promotion is yet another teacher objective.

When these student and teacher objectives are met successfully the rendering of efficient, intelligent and enthusiastic service to customers is assured.

#### **Teacher's Manual**

To meet the objectives of cooperative training the teacher selects appropriate subject matter and devises methods for presenting the material to the students. Thus although a teacher may have had wide experience in the retailing field it is a bewildering and time-consuming task to determine what and how to teach cooperative students.

In response to the urgent need for assistance with these problems the California State Department of Education developed and issued a teacher's manual "Secondary School Cooperative Retail Training," for use in a cooperative course for secondary schools. (Business Education Publication No. 26, 1945).

## **For Modern Business Classes**

**ESTA ROSS STUART.** *Stuart Typing, Second Edition*

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**BLACKSTONE, CRAWFORD, GRINNELL.** *Selling*

**BLISS and ROWE.** *Everyday Law*

**ODELL and STUART.** *Principles and Techniques for Directing the Learning of Typewriting, Second Edition*

**RICE, DODD, COSGROVE.** *First Principles of Business*

**MORRILL, BESSEY, WALSH.** *Applied Office Practice, Third Edition*

**KANZER and SCHAAF.** *Essentials of Business Arithmetic, Revised Edition*

**DAVEY, SMITH, MYERS.** *Everyday Occupations*

**TWOHIG.** *Practical Exercises in Business Arithmetic (Recently published)*

**BRAVERMAN.** *Gaining Skill in Arithmetic (For remedial work)*

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This manual lists and outlines the suggested subjects to be taught in the following order:

<i>First Semester:</i>	Orientation .....	15	periods
	Personal Development .....	15	"
	Selling Techniques I .....	50	"
	Store System .....	25	"
	Store Operation .....	10	"
	Merchandise Analysis I .....	45	"
<i>Second Semester:</i>	Selling Techniques II .....	20	"
	Store Organization .....	15	"
	Color, Line, Design .....	20	"
	Sales Promotion, Advertising and Display .....	25	"
	Merchandise Analysis II .....	45	"
	Merchandising .....	35	"

The subjects chosen for the first semester's work aid the student in his adjustment to the business world and provide him with the skills and understandings which are necessary for rendering good service to employer and customer.

It will be noted that emphasis has been placed on the two subjects of selling techniques and merchandise analysis. The use of proven selling techniques coupled with knowledge of and appreciation for merchandise forms the basis for a successful selling performance. In merchandise analysis the students learn fiber content, workmanship, hidden values, uses, care and methods of displaying the many types of store merchandise.

Knowledge acquired during the first semester prepares the student for a better understanding of the subjects presented during the second semester. The related subjects of color, line and design, salespromotion, advertising and display, broaden his knowledge of retailing. The course in merchandising includes the processes of retail buying, planning and control and serves to prepare the student for the job ahead.

The manual includes suggested teaching aids with emphasis on doing rather than storing up facts. Using the store as a laboratory the student is afforded the opportunity of making application of principles to specific store situations. Such projects are invaluable for creating interest, inducing thinking and making the whole subject of retailing more alive and meaningful to the student. Every class period is enriched by discussions based on the store experience of the students. The every day problems met on the job constitute a reservoir of material that is tapped constantly for ideas, opinions and facts which arouse the interest of the entire class and give rise to worthwhile discussions.

Cooperative training offers a rich field for dramatizing the selling process, displaying of merchandise and demonstrating the mechanics of handling the sales transaction. An invaluable adjunct to "action in teaching" is the retail store unit consisting of display cases and counter, set up in the classroom. It aids in bringing the store to the classroom and serves as an effective

laboratory for students' "experiments." Such a unit is shown in the accompanying photograph.

#### **The Store**

The last link in the chain of cooperative training is the store. The store reaps the benefits of cooperative training through acquiring an assured source of trained young people, many of whom will prove to be "promotional material" in the eyes of the store. The store must assume responsibility for training the student on the job as classroom instruction alone does not turn out a finished product. The student should be placed in a department which is supervised by an executive who is also a "teacher" in the larger sense of the word and who will therefore take an interest in the student's progress. In no sense should the student be favored or pampered but proper handling will intensify his interest and desire to succeed.

That the stores have a high regard for the cooperatively trained student is evidenced by the large number who have been retained as full-time employees following the completion of their training period. Many of these have been promoted to positions as assistant buyer, buyer, and department head.

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### Headquarters Notes

(Continued from page 23)

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This testing service is furnished to business teachers at cost. Sample administrators sets are priced at \$2.00. The sample set includes the manual and one copy of each test. Twenty-five copies of one test with manual may be purchased for \$5.00. Single tests are priced at \$1.00. The tests may be purchased through the Center Sponsor in your area or directly from the National Office Management Association, 2118 Lincoln-Liberty Building, Philadelphia 7, Pennsylvania.

A descriptive folder may be obtained by writing to the Executive Secretary, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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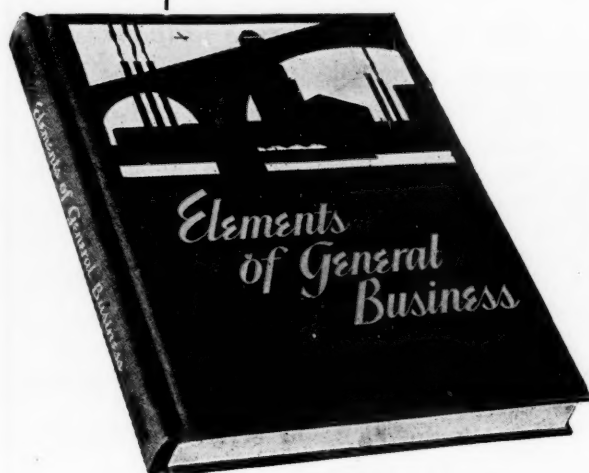
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### State Directors

(Continued from page 25)

lege representative on the NBTA Executive Board, associate editor of the 1948 *American Business Education Yearbook*, editor of the 1948 research issue of *The National Business Education Quarterly*, and faculty sponsor of the Lambda chapter of Delta Pi Epsilon.

UBEA salutes Albert Fries, his able UBEA chairman, and the business teachers in Illinois.

### Gladys P. Palmer—District of Columbia

Gladys P. Palmer, Chairman of the Business Department, Langley Junior High School, Washington, D. C., has been appointed UBEA Director for the District of Columbia. Mrs. Palmer succeeds former UBEA director, Harold Buckley who recently resigned his position with the District of Columbia Public Schools.

In addition to teaching typewriting and general business, Mrs. Palmer serves as chairman of the committee for revision of the curriculum for fundamentals of business. She is a

member of the following committees: revision of curriculum for business education, selection of textbooks in the junior high schools, and selection of books for junior high school libraries in the District of Columbia.

Mrs. Palmer has also held positions with the U. S. Department of Commerce as business specialist in the Bureau of Foreign and Domestic Commerce and with the U. S. Department of State as assistant editor of publications. She is the author of monographs and articles on trade and commerce.

UBEA welcomes Mrs. Palmer.

### Bert Card—New Jersey

Bert Card's enthusiasm for UBEA is best described by his slogan, "Be United, Boost United, Join United Today." In addition to his active participation as New Jersey director for UBEA, Bert is vice president of the Association of Secondary Department Heads of New Jersey, and is a member of the Executive Board of the New Jersey Business Education Association. He is a co-author of *Ediphone Voice Writing and Integrated*

*Studies.*

New Jersey's business teachers are known for their professional loyalty and eagerness to support the cause of better business education on a national basis. UBEA salutes the New Jersey business teachers and Bert Card for their loyal and unselfish interest in achieving the goals established through a UNITED professional organization.

### Catherine K. Sayer—Colorado

Colorado business teachers have broken all records previously established for membership in their national professional organization. Mrs. Catherine K. Sayer is the State Director. She is assisted by Harold Fasnacht, Cecil Puckett, and other loyal members of UBEA in the important duty of inviting the business teachers of Colorado to accept charter membership in UBEA.

Mrs. Sayer is on leave of absence from Leadville High School. She expects to resume her duties as head of the Business Department in the high school next September.

UBEA salutes Mrs. Sayer.



# FBLA Forum



## Dedicated to Better Education for Business

The Future Business Leaders of America had its inception in 1941. The plans of the organization include local chapters, a state chapter in each state and territory, and the national organization with headquarters at the Washington office of UBEA, the sponsoring organization. Any student who is enrolled in one or more business subjects either in office or distributive education and irrespective of whether such training is federally reimbursed may become a member by meeting the requirements of the local chapter. Persons interested in the FBLA are referred to materials which appeared in the March *UBEA Forum*. Further information may be obtained from Hollis P. Guy, Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

### Decatur FBLA Chapter Installed

East Central Junior College, Decatur, Mississippi, has

the distinction of being the first school in Mississippi to be granted a charter by the National FBLA organization. A charter-presentation program was held in the college auditorium before the entire student body on February 3. The order of the program follows:

#### Procession of Members

#### Salute to Flag

#### Announcements

Devotions and "The Lord's Prayer" ..... Edna Ruth Prince

Statement of Purpose ..... Betty Anne Leeke, Program Chairman

#### Introduction of FBLA Officers

Address ..... Dr. L. O. Todd, President  
East Central Junior College

Song ..... Dub Bishop, Harold Murphy, Paul Simmons

Presentation of Charter ..... Mrs. L. O. Todd

Acceptance of Charter by President ..... S. F. Redd, Jr.

Presentation of FBLA Poster ..... Hattie Henry, Treasurer

Chapter Song ..... Led by Miss Alice Smith

Closing Prayer ..... Anita Easom, Secretary

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## The Future Business Leaders of America

are hereby granted a charter giving them all the privileges to which membership entitles them and they are hereby constituted chapter number 292 of the National Organization on this 11th day of March 19 47.

SIGNATURE

*Hamden L. Forkner*

President of United Business Education Association

# Future Business Leaders of America National Constitution and By-Laws

## CONSTITUTION

### ARTICLE I.—NAME AND PURPOSE

SECTION A. The name of this organization shall be "The Future Business Leaders of America." Members are hereinafter referred to as "Future Business Leaders of America." The letters "FBLA" may be officially used to designate the organization, its units, or members thereof.

SECTION B. The purposes for which this organization is formed are:

1. To develop competent, aggressive business leadership.
2. To strengthen the confidence of young men and women in themselves and their work.
3. To create more interest and understanding in the intelligent choice of business occupations.
4. To encourage members in the development of individual projects and in establishing themselves in business.
5. To encourage members to improve the home and community.
6. To participate in worthy undertakings for the improvement of business and the community.
7. To develop character, train for useful citizenship, and foster patriotism.
8. To participate in cooperative effort.
9. To encourage and practice thrift.
10. To encourage improvement in scholarship and promote school loyalty.
11. To provide and encourage the development of organized recreational activities.
12. To improve and establish standards for entrance upon store and office occupations.

### ARTICLE II. ORGANIZATION

SECTION A. The Future Business Leaders of America is the national organization for students of business education. It shall consist of chartered state, territorial, and insular associations which in turn are composed of local chapters. Collegiate chapters may also be organized under the direct jurisdiction of the respective chartered state association.

SECTION B. Active chapters of the Future Business Leaders of America for students enrolled in school shall be chartered only in schools where systematic instruction in business subjects is offered.

SECTION C. Collegiate chapters designed primarily for training prospective teachers of business education in their duties as local advisers of FBLA may be established in accredited institutions for the training of teachers of business.

SECTION D. Delegates from active chapters shall meet in state convention, organize, adopt a constitution not in conflict with the national constitution, elect officers, set up a program of work, and then apply to the United Business Education Association for membership in the national organization. Upon receipt of a charter from the national organization, a chapter and the members thereof will be recognized as Future Business Leaders of America.

SECTION E. The general plans and provisions under which collegiate chapters operate shall be included in the by-laws attached to this constitution.

### ARTICLE III. MEMBERSHIP

SECTION A. Membership in this organization shall be of four kinds: (1) Active; (2) Associate; (3) Collegiate; and (4) Honorary.

SECTION B. *Active membership.* Any student not over 25 years of age who is regularly enrolled in an all-day, day-unit, or part-time class in a business subject or subjects, in public or private schools is entitled to become an active member of

any regular FBLA chapter upon receiving a majority vote of the chapter membership at any local chapter meeting. A member may retain his active membership throughout his high school career and for three years after the first national convention following completion of high school classroom instruction or leaving school.

SECTION C. *Associate membership.* Following the termination of active membership status a member automatically becomes an associate member.

SECTION D. *Collegiate membership.* This may include all trainees preparing to teach business subjects and former active FBLA members who are enrolled in the institution concerned.

SECTION E. *Honorary membership.* Instructors, school superintendents, principals, teachers, business men, and others, who are helping to advance business education and the FBLA and who have rendered outstanding service, may be elected to honorary membership by a majority vote of the members of a chapter at any regular meeting, or in the national convention assembled.

### ARTICLE IV. EMBLEM

SECTION A. Emblems shall be uniform in all associations and in recognized units thereof. All active, associate, and honorary members shall be entitled to wear the emblem. *Collegiate members and advisers may wear a pin of special design.*

### ARTICLE V. MEMBERSHIP GRADES AND PRIVILEGES

SECTION A. There shall be three grades or degrees of active membership based upon achievement and service to the school or chapter. These grades are (1) Helper; (2) Supervisor; (3) Leader. All "Helpers" are entitled to wear the bronze emblem pin. All "Supervisors" are entitled to wear the silver emblem pin. All "Leaders" are entitled to wear the gold emblem key.

SECTION B. *Helper Degree.* Minimum qualifications for elections:

1. Be regularly enrolled in a business subject and have satisfactory and acceptable plans for a program of future study.
2. Be familiar with the purposes of the FBLA and the program of the local chapter. (Charter members excepted.)
3. Recite from memory the Creed of the Future Business Leaders of America.
4. Have a superior record of willingness to cooperate, eagerness to work, eagerness to be of service to the organization, the school and the community.
5. Show that he possesses the employable qualities of promptness, alertness, cooperation and dependability.
6. Receive a majority vote of the members present at a regular meeting of a local chapter of the Future Business Leaders of America.

SECTION C. *Supervisor Degree.* Minimum qualifications for election:

1. Must have held the degree of Helper for at least one year immediately preceding election to the degree of Supervisor and have a record of satisfactory participation in the activities of the local chapter. (Charter members excepted.)
2. Must have satisfactorily completed at least one and one-half units of instruction in business subjects and to have participated in cooperative training program or school service program of a business nature, and be regularly enrolled in a business subject.
3. Be familiar with the purposes and programs of work of the state association and national organization.

4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have shown the proper attitude in all school subjects during the entire period of secondary school instruction completed at the time of application for the state business degree.
8. Must have participated in an outstanding way in activities for community improvement.
9. Receive a majority vote of the members present at a regular local chapter meeting.

**SECTION D. *Leader Degree.*** Minimum qualifications for election:

1. Must have held the degree of Supervisor for at least one semester immediately preceding election to the degree of Leader. (Charter members excepted.)
2. Must have satisfactorily completed at least two and one-half units of business subjects and have a record of participation in a cooperative training program or school service program of a business nature and be regularly enrolled in a business subject.
3. File a written statement signed by a local business man or woman with the secretary of the chapter that he possesses the traits and attitudes which business is looking for in its field of endeavor.
4. Must be engaged in some activity of the chapter and responsible for the carrying out of the project or study.
5. Must be able to speak forcefully and convincingly on some topic of local or national interest.
6. Must be able to direct the work of others and to attend to the affairs of the local chapter in a business-like manner.
7. Must demonstrate by test or otherwise a vocational competence in some field of store or office occupations.

**ARTICLE VI. OFFICERS**

**SECTION A.** The officers of the national organization shall be a President, six Vice-Presidents (one from each administrative region of the United States to be determined by the National Board of Trustees), a student Secretary, an Executive Secretary, a Treasurer, a National Adviser, and six Regional Advisers (one from each of the six administrative regions). These officers shall perform the usual duties of their respective offices and shall constitute the National Executive Committee. The student officers, Executive Secretary, Treasurer, and National Adviser and the six Regional Advisers, together with the outgoing National President, shall constitute the Board of Trustees of the National organization. The Board of Trustees shall have full authority and control over the organization, subject only to such regulations and by-laws as may be adopted by the national organization of FBLA. The officers of the national organization shall be elected annually by a majority vote of the delegates assembled in annual national convention, except that the National Adviser and Executive Secretary shall be the President and Executive Secretary of the United Business Education Association. Regional Advisers shall be members of the United Business Education Association or be appointed by the Administrative Board of the United Business Education Association. The United Business Education Association shall be the sponsoring body of the FBLA.

**SECTION B.** The officers of the state chapters shall consist of a President, Vice-Presidents, Secretary, Treasurer, Adviser, and Reporter, and shall constitute the State Executive Committee. An Executive Secretary may also be named where necessary subject to the approval of the National Board of Trustees. All other state officers shall be elected annually by a majority vote of the delegates present at a regular state convention of Future Business Leaders of America.

**SECTION C.** Chapter officers shall consist of a President, Vice-Presidents, Secretary, Treasurer, Reporter, and Ad-

viser, and shall constitute the chapter Executive Committee. Other officers may be designated if desirable. A local teacher of business subjects shall assume the responsibilities of local adviser or sponsor. Officers of the local chapter shall be elected annually or semiannually, as deemed desirable, at a regular meeting of the local chapter.

**SECTION D.** Honorary members shall not vote nor shall they hold any office except that of Adviser in the local chapter, that of Executive Secretary and Adviser in the state association, and that of Executive Secretary and Adviser in the national organization. Exceptions to the provision are permitted during the first year of a state association's or chapter's existence.

**SECTION E.** Only members who have been elected to the degree of "Leader" are eligible to hold national office. Two years after the state association has been chartered all state officers must have attained the "Leader" degree. President or Vice-Presidents in the local chapters must not rank lower than the grade of "Leader" after the chapter has been established in any given school for one year or longer.

**ARTICLE VII. MEETINGS**

**SECTION A.** A national convention of Future Business Leaders of America shall be held annually. The time and place shall be determined by the National Board of Trustees.

**SECTION B.** The several state conventions shall be held annually and should be at least 45 days prior to the national convention at a time and place to be determined upon by the State Executive Committee.

**SECTION C.** Local chapters shall hold their meetings monthly or more often throughout the calendar year and at such time and place as may be decided upon by the Executive Committee of the local chapter.

**SECTION D.** Each state association is entitled to send two voting delegates from the active membership to the national convention.

**SECTION E.** Each local chapter shall be entitled to send two voting delegates from the active membership to the state convention and as many members as the chapter wishes to the national convention.

**ARTICLE VIII. DUES**

**SECTION A.** Annual membership dues in the national organization shall be fixed by the National Board of Trustees on the basis of a budget submitted by said Trustees and approved by a majority vote of the delegates present at the national convention of the Future Business Leaders of America. (The current national dues are twenty-five cents a semester for each member.)

**SECTION B.** Annual membership dues in the state associations shall be fixed by the State Executive Committee, subject to approval by a majority vote of the delegates present at the state convention of the Future Business Leaders of America.

**SECTION C.** The dues of any chapter shall be fixed by a majority vote of the membership of that chapter.

**ARTICLE IX. AMENDMENTS**

**SECTION A.** Proposed amendments to the national constitution may be submitted in writing by authorized representatives of state chapters at any annual national convention of Future Business Leaders of America. These proposed amendments must be reviewed by the National Board of Trustees which shall, in turn, submit them to the delegates in national convention with recommendations. Amendments may be adopted or revisions made in the national constitution at any national convention by a two-thirds vote of the delegates present.

**SECTION B.** By-laws may be adopted to fit the needs of the national organization or any unit thereof, provided they are not in conflict with the state or national constitution.

(NOTE: The FBLA National By-Laws will be released in a subsequent issue of the *UBEA Forum*.)





## REGIONAL ASSOCIATION GREETING

Some of the new executives of the Southern Business Education Association are shown at left. *First row*—Miss Lelah Brownfield, Mr. Lloyd E. Baugham, Miss Lula Royse, and Mrs. Bernice D. Bjonerud. *Second row*—Miss Margaret Buchanan, Mrs. Mary Ruth Bowman, Miss Elise Davis, and Dr. Ruth Thomas.

Cut courtesy of B.E.W.

### Greetings from the Southern Business Education Association

One of the most pleasant duties that devolves upon a president-elect is the privilege of extending greetings to another association. It is truly a beautiful and generous idea which has permeated the consolidation of the National Education Association Department of Business Education with the National Council for Business Education under the name "United Business Education Association." It has suggested the idea of responsibility for a better understanding, a more closely organized unit for business teachers. It is a movement of national consequence and an endeavor that has been needed for many years.

Business Education can be and should be a potent means of nourishing a democratic appreciation toward business development which is now so promising through the functions of this new organization. It is a mutual feeling that the United Business Education Association

will aid in meeting this need through its dealings with the high schools, junior colleges, and teacher-training problems as well as cooperative work-experience programs for store and office workers.

We, of the Southern Business Education Association have watched the growth in membership of this organization for its first few months of existence, and have been gratified by the results which it offers. Through the functions of this organization we can see the close contact between the business teacher and the businessman which should be and is a two-way relationship.

May your organization prosper and develop; may your discussions and deliberations prove to be of value to every member, as you have not only the opportunity of serving business teachers and developing business principles, but the opportunity of individual development through a unified cause.

LLOYD E. BAUGHAM,  
*President-elect,*

*Southern Business Education Association.*



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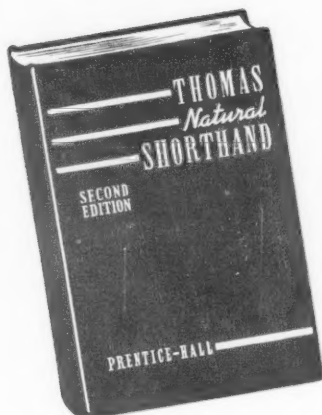
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### STATE TEACHERS COLLEGE

Cedar Falls, Iowa June 2-August 18  
Miss Myrtle Gaffin, Instructor

### ST. LOUIS UNIVERSITY

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Miss Mildred Hiller, Instructor

### COLLEGE OF ST. TERESA

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Mrs. Portia Weeks, Instructor

### NORTHERN STATE TEACHERS COLLEGE

Aberdeen, S.D. June 9-July 12  
Miss Eva Bavolak, Instructor

### CREIGHTON UNIVERSITY

Omaha, Nebr. June 9-August 4  
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### UNIVERSITY OF UTAH

Salt Lake City, Utah June 16-July 18  
Mrs. Mary D. Brown, Instructor

### UNIVERSITY OF WASHINGTON

Seattle, Wash. June 23-July 23  
Mrs. Ina-Ree Haas, Instructor

### OREGON STATE COLLEGE

Corvallis, Ore. June 17-July 25  
Mrs. Minnie D. Frick, Instructor

### UNIVERSITY OF SAN FRANCISCO

San Francisco, Cal. June 30-August 8  
Mr. Phillip Morris, Instructor

### SAN JOSE STATE COLLEGE

San Jose, Cal. June 30-August 8  
Miss Gertrude Wright, Instructor

### UNIVERSITY OF SOUTHERN CALIF.

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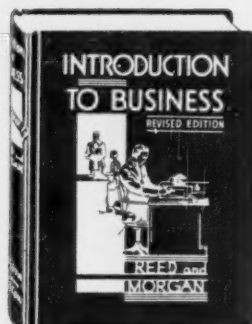
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For further information, write to any of the above schools, or direct to us.



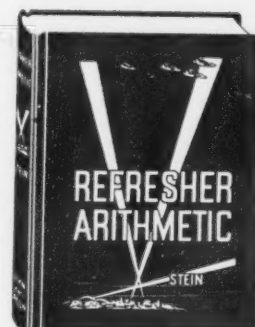
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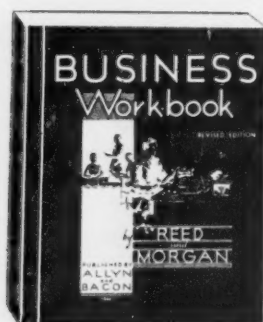
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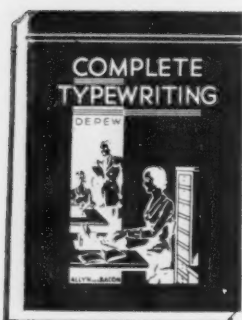
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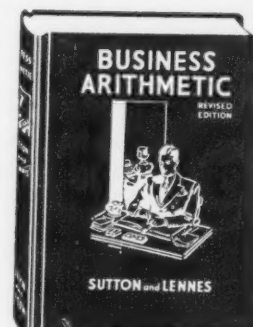
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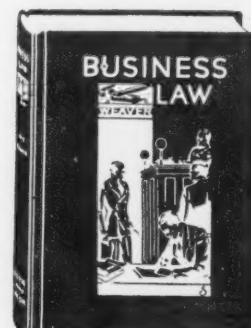
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